

# The Modern Language Forum

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**THE CENTURY  
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# MODERN LANGUAGE FORUM

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## EDUCATIONAL GUIDANCE IN THE FOREIGN LANGUAGES

WALTER VINCENT KAULFERS, *Junior College, Long Beach, California*

Address before the Modern Language Conference of the National Education Association, the University of Southern California, June 30, 1931.

It is always the delight of the student of research to discuss the findings of his investigations in the field; wherefore it is not without a great deal of personal pleasure that I profit this opportunity of presenting a problem—that of *educational guidance in the foreign languages*—to which I have already called attention some twenty-five or thirty times through the medium of your own official organs, the MODERN LANGUAGE FORUM, HISPANIA, and MODERN LANGUAGE JOURNAL, as well as through the more general educational periodicals.

Curriculum guidance in contemporary educational practice comprises both a negative and a positive aspect. It aims on the one hand so to condition the learning environment that *no student can unconsciously err*, and on the other so to adjust and adapt the materials and methods of instruction that each pupil can achieve in school work with a maximum of efficiency. To date, in nearly all departments of the curriculum, the emphasis has fallen primarily on the preventive rather than on the promotive side. The chief stress has seemingly been on the somewhat negative aim of preventing failure, rather than on the more positive function of improving the quality and efficiency of pupil work. Especially is this true of current practice in foreign language. All the emphasis here has seemingly been on the prevention of failure through a more careful selection of student personnel, and only incidentally upon a more scientific selection of instructional materials and methods. It is no exaggeration to state that foreign language departments have always been more concerned with finding students that would fit their courses, than with finding courses that would fit their students. Indeed, even in the performance of this quasi-negative function, educational guidance in the foreign languages has been seriously handicapped by a multiplicity of untoward circumstances.

Not least among these is the difficulty of establishing a valid criterion on the basis of

which a safe selection of the fit can be made. At present, five bases of selection are in use: The intelligence quotient, scores on prognosis tests, achievement in general language, ability in English, and general school average. Such a widespread utilization of the IQ, or any predictive measure, as is now current would be entirely legitimate were its use restricted to the segregation of pupils into homogeneous classes, for ability grouping, where the size of the school makes possible the organization of fast and of slow moving sections, is an indispensable asset to student guidance. The use of these criteria as bases for depriving students of foreign language work, however, is seriously to be challenged.

A survey of "The Present Status of Prognosis in Foreign Language," to appear in an early fall issue of the SCHOOL REVIEW, will present a summary of 612 correlations, reported over a period of thirty years, by forty-six investigators, for the relationship between achievement in foreign language and sixty-five bases of comparison. The findings show that when the sixty-five bases for predicting foreign language achievement are arranged in order of prognostic merit as indicated by their median coefficients of correlation, prognosis tests rank ninth in order of predictive value, general school average twelfth, ability in English sixteenth, achievement in general language eighteenth, and intelligence twenty-ninth. In other words, the five most commonly used bases for selecting and eliminating students in the foreign languages are no more valid for predicting achievement than some twenty-five other criteria, such as grades in music, excellence in penmanship, or teachers' marks in nature study, for which a significant degree of affinity to foreign language work has seldom been postulated.

Through the generous cooperation of our chairman, Supervisor George W. H. Shield, and through the kind assistance of Statistician C. H. Nettels in Los Angeles, and of Dr. David Segel in Long Beach, two studies were undertaken this year in eighteen junior high school Spanish classes with a view to

determining on a single student group, and for a single language, the relative value of the twenty most promising bases for predicting foreign language success. Although the investigation is far from complete, nearly four hundred intercorrelations have been computed between each of the twenty bases and every other for groups of 250 and 450 pupils in the high eighth and low ninth grades, respectively, of this city and Long Beach. These results, while comprising scarcely two-thirds of the entire scope of the investigation, suffice, nevertheless, to indicate at least one salient fact, *viz.*, that foreign language ability manifests too promiscuous a relationship to other abilities and to diverse school subjects to bear the earmarks of a talent. It is interesting to note, for example, that the simple word-meaning test of the *Stanford Achievement Examination*, requiring only ten minutes to give, predicts achievement in Spanish better than a battery of two standardized prognosis tests, requiring ninety minutes of testing time, special preliminary study for administration, and an appalling amount of teacher labor in correction. It is perhaps even more significant to observe that the prognosis tests predict ability in mathematics, and in *English* grammar, *English* vocabulary, *English* language usage, and *English* orthography even better than the foreign language ability which they are specifically designed to measure!

In view of the reliability of the prognosis battery, this simply means that foreign language achievement is undoubtedly dependent upon precisely the same factors and abilities as any other school subject, such as mathematics or social science, and that learning ability in this field is probably governed by the same laws of association, recall, and habit formation. If there exists such an entity as language talent or linguistic aptitude, it must assuredly be limited to a certain oral readiness in speech, which may be as much a product of social environment or physical condition, as of congenital heredity. And this being the case, the problem of linguistic ability as an integral factor apart from general intelligence is hardly significant. Every student in the first two years who can read, write, and translate with an acceptable degree of accuracy and facility, is always assured at least a passing grade regardless of his conversational fluency. Beyond the first two years the prob-

lem of prediction is hardly urgent.

It thus appears that there is imperative need for a redirection of emphasis in the foreign language guidance program. Nothing is more dangerous in education today than the practice of eliminating students on the basis of intelligence or prognosis tests. The best use to which any criterion now available can be appropriated is in sectioning students into roughly homogeneous ability groups, and for this purpose the IQ or any good test of reading, vocabulary, or spelling ability in English is about as satisfactory as any. If the present rate of mortality in the foreign languages is to be materially reduced, or the efficiency of pupil achievement therein is to be significantly increased, the remedy is not to be sought in a more rigorous selection of the fit on the premise that foreign language work is too difficult for the average pupil to pursue. The solution is rather to be found in adapting objectives, methods, and subject matter to the capacities and interests of the pupils. If foreign language courses are at present too difficult for the rank and file of junior and senior high school students, the fault is hardly attributable to any inherent or intrinsic complexity of the subject, but to the fact that the work as now offered is standardized upon too high a level of mental ability. Foreign language courses are still in large degree designed for the student body of a generation ago, when secondary education was voluntary, and when the high school drew a far more homogeneous and more select population. In the last thirty years a momentous change has occurred in the secondary school throughout the country, but with interest and attention centered in the subject matter of instruction, foreign language departments have failed to recognize the need for a corresponding readjustment of their offerings to suit changed educational needs and conditions, until finally, in some institutions, the discrepancy between class standards and student abilities has raised mortality to forty per cent. Whatever the private opinions of a large number of language specialists, more interested in the language and literature which they teach than in the human material to which they teach it, the fact remains that no department of the public school curriculum can afford to remain aloof, fearing the contamination of the rank and file of youth on the basis of a false educational psychology,

above all when a reconstruction of courses can make its offerings of value to a large majority of the secondary school population.

If a salutary reorganization of foreign language instruction is to be accomplished, some fundamental changes must be effected. It will not be possible to teach all students to speak, read, write, and translate with facility in the *two years* to which the foreign language experience of so many pupils is limited. It will be imperative to concentrate all effort in these two years on the achievement of a single supreme objective. Just what phase of language this paramount aim should favor must be determined individually by each school system on the basis of local demand and the character of its student personnel; but for the country at large, and especially for those semesters in which foreign language work is compulsory, there is little doubt that the aim should be *reading*. The concentration of the instruction on this aim need by no means result, as some have feared, in the utter disregard of oral or written speech. It need only imply that all activities will be made contributory to the reading objective, and that actual achievement in this ability alone, as measured by objective means, will constitute the one and only criterion for grading students and determining promotions. Those who are majoring in the language or planning to offer it for admission to college, may well be provided special courses in the upper sophomore, junior, or senior years, whereof definite phases of language—speaking, grammar, composition, or translation—may be made the sole objectives. And it is to these advanced classes, more or less elective in nature, to which probably all the intensive work on the formal aspects of grammar and syntax should be relegated. Has it never occurred to foreign language teachers how much easier and more delightful it would be to teach these subjects in the upper semesters where classes are smaller and more select, and where the students have a background in interest and experience to appreciate what they are trying to do?

The adoption of a *single objective for the beginning semesters* offers the only practical solution to the problem of guidance. As soon as grading and promotion are determined by objective achievement in a single measureable unit it will be possible to find some basis for grouping students sci-

entifically into ability groups, and for guiding them, if necessary, according to the limitations of their capacities—all of which is impossible in a polygenous system of diverse standards, methods, and instructional objectives. No conceivable instrument could group students in such a way as to satisfy the infinite idiosyncracies of present pedagogical practice. If the instruction is oriented toward a single ultimate aim, it will be possible, moreover, to budget class time in such a way as to provide opportunity for interesting supplementary activities, which in elementary classes are an indispensable means for supplying a cultural background to the course. Thus it will be possible to make foreign language work one of the most effective agencies for avocational or leisure guidance—a role to which, because of the current emphasis on the technicalities of the subject the study can by no means at present aspire.

The avocational guidance function of foreign language instruction is too significant to neglect. In the eyes of some it is the chief justification for the work. If this function is to be served properly, the subject matter and activities of the courses must be more intimately adapted to pupil interest. But what subject of the curriculum can command such an appeal to student interest as a language that expresses the entire life of a people? There is no reason why a single lesson should be boring.

A teacher of Spanish once apologized to a visitor for the listless and inaccurate responses of a class in a recitation on numbers. She attributed the disinterest of the group to the boring nature of the lesson. The material of the text was indeed formal. It was an oral exercise comprising a series of dates in Spanish and South American history. These the pupils read aloud, falteringly at first, then most inaccurately as boredom and fatigue increased. To them the exercise was a mere conglomeration of isolated figures, yet each number marked the date of one of the most dramatic episodes in history. There, for example, was the statement: "On March 26, 1812, occurred the great earthquake of Caracas." What a pity the pressure of class time did not permit the teacher to sketch briefly the human background of that gripping event when, in the midst of the cataclysm, the immortal Simón Bolívar, leader of the revolutionary cause against Spain, mounted a platform,



improvised from the ruins of a devastated city, over the bodies of ten thousand dead, and with one hand extended toward heaven exclaimed in words that will reverberate through the centuries: "*Even though Nature oppose us, we will conquer her, and there shall be Liberty, and there shall be a Republic!*"

It is possible that if a little human touch of this kind, requiring only a few seconds to give, had been imparted to the lesson, the pupils would have reacted to the material with far greater zest and accuracy. It is also possible that if the functional, living basis of foreign language work were more regularly brought to the attention of the classes, the study would have a far more vital carry-over into other curricular fields, and into the extracurricular lives of the pupils.

While it is too much to anticipate that any plan will meet with immediate approval or universal adoption, anyone not too deeply enveloped in the profundities of his specialty to be cognizant of present day educational trends will realize that some change in our educational set-up is imperative if the foreign languages are not to pass the way of Greek in the curriculum. Contemporary educational philosophy, right or wrong, stresses the well-being of the pupil in contrast to the supremacy of subject matter; it emphasizes positive results, not vague, indefinable outcomes; and it insists upon democracy in education—the right of each child to pursue the subjects for which his interests and abilities qualify him. As such it makes a strong appeal to the public from whom the sustenance of the schools is derived, and is therefore destined to exert a powerful and continuing influence upon education, both elementary and secondary. It will not pay any department to resist purely on subject matter considerations the forces engendered by profound social and economic change, much less superciliously to ridicule the findings of research merely because the science of education is young and its motive often misunderstood. It will pay only to conform to the principles dictated by a new era of national life—an era which for the public school expresses itself in the new psychology and the new philos-

ophy of education—and the demands of these principles upon our field of endeavor may be stated as follows:

1. We must teach our students what they *can do*, not what they *can not do*.

2. We must definitely organize our courses on the basis of concrete activities, not leave them suspended in the limbo of theoretical postulation or vague cultural hypotheses.

3. We must assume the responsibility for the failures of our pupils as well as for their successes, teaching them when necessary *how to study* before we teach them *what to study*.

4. We must base the psychology of our subject upon actualities, not upon hypothetical aptitudes or postulated talents of which no scientific evidence can be found; and we must not set up elaborate systems for the prognosis of achievement until we agree more closely on *what we shall predict*.

5. Most of all, we must humanize our teaching by adapting it more intimately to pupil needs, interests, and abilities. In any social situation, of which the classroom should always be an ideal example, human relationships must reign supreme. Place the pupil in a congenial learning environment with an instructor who thinks just as much of boys and girls as he does of his specialty, give him things to do that he can do, let him engage in activities brimming full of human interest, and the problem of guidance, even of education, will be in large measure taken care of itself.

And so I quote to you in closing that homely Recipe for Education, which in its quaint philosophy contains also the spirit and the essence of guidance:

"To infinite patience add a little wisdom, carefully strained through profitable experience. Pour in a brimming measure of the milk of human kindness, and season well with the salt of common sense. Boil gently over a friendly fire made of enthusiasms, stirring constantly with just discipline. When it has boiled long enough to be thoroughly blended, transfuse it by wise teaching to the eager mind of a restless boy, and set away to cool. Tomorrow he will greet you an educated man."—(Edwin Osgood Grover.)

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## VOCATIONAL OPPORTUNITIES FOR LINGUISTS

WILLIAM LEONARD SCHWARTZ, *Stanford University*

Address before the Modern Language Conference of the N. E. A. at Los Angeles, June 30, 1931.)

LANGUAGE teachers and vocational counsellors have already recognized the fact that many of our high school and college students often desire to capitalize a gift for languages in other occupations than teaching. Nevertheless, little information has been available concerning openings which offer special opportunities for competent linguists since personnel specialists have not investigated this field. At the last meeting of the Executive Committee of the National Federation of Modern Language Teachers, as the result of correspondence addressed to the editor of the MODERN LANGUAGE JOURNAL, it was voted to attempt a survey of employment possibilities, and the present speaker was nominated to serve as an investigator. He has been able to secure the assistance of Mr. Lawrence A. Wilkins, of New York City, and Mr. Arthur G. Bovée of Chicago, as fellow committee men, but his purpose in coming to this conference in Los Angeles is to excite your interest in this research problem, to benefit by your criticism, and to enlist your support.

In the time which has been allotted, it will be impossible to present a full report of the work that has been done by your committee. In the first place, I will give you a brief survey of the vocations in which language training is of major importance. This list has been prepared under the guidance of a group of experienced personnel workers, and includes employment possibilities for the high school graduate as well as for the most expert polyglot. Next, I shall cover in some detail four lines of work in which students and teachers are most interested, the American Foreign Service, literary translation, library work and business. Finally, I should like to leave with you a few recommendations or suggestions.

In alphabetical order, *advertising* is the first vocation on my list. American firms are doing more foreign advertising, and some agencies now have a foreign-born staff trained in this country, while other firms are having Spanish taught to experts on their staff preparatory to opening foreign branches. In the *Army*, two years of French and a year of Spanish are given at West

Point. While extra pay is not granted for proficiency, it leads to the most interesting assignments and posts. In the *Naval Academy*, either French, Spanish, German or Italian is studied, the United States being the only great power which does not require any language training before admission to its military and naval academies. In *authorship*, linguists have special opportunities in such branches as the writing of criticism, history and travel books, and may distinguish themselves in all sorts of philological work.

In *banking* it is generally true that foreign exchange work is conducted by employees of foreign birth who staff the so-called foreign departments of the large banks, but language ability is also an asset anywhere in handling investments and loans. Next, in *communications work*, the U. S. Post Office does not require language training even of clerks assigned to the special divisions handling foreign mails. Here French and Spanish are the languages most needed. In cable, wireless and telephone work, Spanish is the most important language for us, since American capital has been chiefly invested in Spanish-speaking countries. The automatic telephone has broken up the famous Chinatown exchanges, and the cablegram in a foreign language is sent as easily as the many cipher code messages. In the *U. S. Customs Service*, linguistic equipment is only required of the 170 odd mounted Customs Guards along the Mexican border. The incoming foreigner must seek help at the customs-house from his fellow passengers or the officers of his steamship.

In *detective work* (often unsavory) foreign-born operatives have the special advantage of knowing not only several languages but of familiarity with manners and customs, and more and more foreign-born or second generation policemen are to be seen. In the *dramatic arts*, a good pronunciation of foreign languages is, of course, desirable. I hope to learn more about the "talkie" situation while in Los Angeles, but I believe the foreign films are now made by foreign authors and actors. However, in a few studios there have been special chances for technicians, sound engineers, etc., who know other languages than English. In *education*—would that more educationists were



profiting by a first-hand knowledge of what foreign countries are doing! In such countries as Denmark, Holland and Switzerland, where future business men receive the best language training in school, nearly every principal has command of a foreign language, and in this country, the best language classes are found in schools where the principal is a linguist.

*Foreign government service* offers opportunities in certain cities to clerks and servants capable of assisting in the offices or homes of consuls and diplomats living in this country. American experts called abroad in foreign government service are naturally chosen for special qualifications, but linguistic skill is a great asset. About professional *guides* it is hard to secure exact information, but it is difficult to believe that many foreigners require their services in this country. Nor in the *hotel business* does language ability help to get any job except that of a waiter in fashionable establishments. The language census of the Hotel Pennsylvania, New York, would surprise you, the staff coming from so many nationalities that no interpreters are employed.

Mr. Wilkins is especially anxious to correct the impression that even a good linguist can go forth at once and earn a living as an *interpreter*. Court interpreters are few in number, one for each language in San Francisco, and their salary is \$175.00 a month. The number of interpreters needed in the U. S. Immigration Service is small, since immigration has almost stopped. Our foreign-born are learning English or command the help of English-speaking relatives. In department stores, etc., clerks speaking foreign languages may be asked to interpret for customers, but they are not hired for this skill. The professional interpreters whose names may be found in the telephone book are foreign-born or second generation people who make their real living by collecting debts from foreigners, etc., or giving language lessons.

Students of *international law* have doubled in number in the United States during the past three years, but few have the language qualifications to act as lawyers in international courts. The growing field of *international relations work* offers special opportunities also for linguists. In *journalism*, the foreign language press of this continent employs more and more college graduates, while the linguistic qualifications of

the American foreign correspondents representing the *press associations* are steadily improving. In a *legal career*, a linguist can build up a clientele in colonies of foreign-born residents, or may specialize, with the help of a staff of foreign lawyers, in a sort of international law business.

*Merchandising* of all sorts affords an opportunity to capitalize even a small stock of foreign words in waiting upon customers, whereas *buyers* among art dealers, book-sellers, and in the dress and millinery business or representing department stores or importers, can all secure more favorable terms when able to talk business in a client's own language. In the *merchant marine*, American ships generally carry only American passengers, but on the South American lines, Spanish is a recognized asset making for success. However, the foreign offices of the Dollar Line are staffed with foreigners under the direction of an American manager.

The work of the *ministry* affords more openings for linguistic ability than might be supposed, but no new foreign language parishes can be established by Catholic priests in the United States without permission from Rome. *Missionaries* are generally sent abroad to learn languages, though it would be wiser to appoint them only on the basis of proved linguistic talent. In *music*, the value of language skills is easily understood, as is the case for *nursery governesses* and *social secretaries*. In *printing*, the same basic wage scale applies for typesetting done in foreign languages, but a skilled linguist can earn more, as he works faster. In the *publishing business*, the highest linguistic ability is shamefully underpaid. The editors or managers of foreign language departments receive good salaries, but assistants capable of correcting the work of college professors are only paid from \$22.00 to \$25.00 a week by reputable houses—a crying shame.

With the *radio*, there are a few opportunities to give language lessons or broadcast advertising programs appealing to the Italian, Portuguese and Spanish groups, etc. But language ability is a distinct advantage in *salesmanship* and recognized in all forms of *scientific work*, where its value simply cannot be measured. It may be a means of securing employment in branches of engineering or in geology and mining or exploration.

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Before the depression, competent *secretaries* with languages commanded a premium of ten to twenty dollars a week over New York wage scales. In the depression, poor secretaries have been retained because of their language skill. Most of the *foreign correspondence* of American firms is handled by such ordinary secretary-stenographers. But linguists generally secure employment preference in *social and settlement work*, in *travel agencies* and the *tourist business*. While there are few salaried positions in the tourist business, the openings are described as good for trained men with proved skill as salesmen.

After this rapid survey, which ought to show that language skill has at least as great a market value as a knowledge of mathematics or high school physics, I would like to discuss the *American Foreign Service*. The romantic appeal of this service is so great that all the young college men and women who in my days felt a call to the mission field, now are talking about this Service which includes the consular officers, diplomatic agents of lower rank, and the commercial and military attachés. Although one language is required of all consular candidates (French, German or Spanish), this part of the examination now rates as one on a scale of nineteen. The major subjects are the resources and commerce of the United States, four points; international, maritime and commercial law, three points; political and commercial geography, three points; and arithmetic, political economy, American history, modern history, two points each. There have been an average of fifty-five annual appointments to the consular and diplomatic branch. The examination of the Department of Commerce is easier, with an average of forty appointments, leading to service abroad after a term of training in Washington. Women may be interested in the qualifications of Miss Frances Willis, a Stanford graduate now holding an appointment as vice-consul. Miss Willis was first a fellow in Belgium. In her Ph.D. examination, she was able to tell the chairman of her committee how many grains of pure silver were minted in the dollar. Then she held for two years an assistant professorship of political science at Vassar. This country needs its best brains in its Foreign Service, but it is our duty to discourage all unworthy candidates who see only the romance and glamour of

this career.

Very few persons have been successful as *literary translators*. The amounts paid for translations vary from \$100.00 to \$500.00, depending upon the book itself and the reputation of the translator, based on fees of four or five dollars per thousand words English. Ten dollars may be paid for very difficult work. Royalties are generally refused. "The principal difficulty with translators," writes a kind-hearted publisher whose name is withheld lest he be sent unsolicited translations by some of this audience, "is not that they don't know the foreign language well enough, but that they cannot write English. In general there are relatively few foreign books worth translating into English, and except for a few notable exceptions, scarcely any of them do more than pay their way. As a rule, the American or the English publisher, on reading the book, acquires the English language rights and picks a translator to do the book." A would-be translator "should bring specimens of his work to a publisher and ask to be given a chance to translate some suitable work. He should never translate a book in the hope that he can sell the translation without having looked into the question of rights with a publisher, because nine times out of ten he will find that the rights have already been acquired and somebody else been set to translate the book."

In the *business world*, to quote a statement by Mr. F. Donnell Courtney, Secretary to the Board of Directors of the American Exporters' and Importers' Association, "languages are a stepping-stone in foreign trade, but are not nearly as essential as a good business training . . . I personally do not consider a language one of the first assets in foreign trade because I can call to mind several of our largest houses which do not require a foreign language and though they might make note of it in their personnel departments, do not make their decisions regarding employment because of this particular asset." "On the other hand, a language is almost indispensable if a man is travelling abroad for his firm, because the class of people who often act as middlemen in business transactions speak nothing but their native tongue." The market today is over-supplied with passive linguists who can only translate and follow directions, but as competition for jobs increases, languages will become an asset of increasing value.

On the other hand, representatives of W. R. Grace and Co., the largest American house in foreign trade, and the Standard Oil Company of New York, state that at the present time they cannot always secure acceptable employees with an adequate knowledge of Spanish. Shall we say to our students in California, "Go East, young man?" In our schools, the best linguists receive a literary training that is of little value in business, while our students of business often fail to appreciate the value of learning languages. THEY SHOULD BE TOLD THAT IN A TWO YEARS' COURSE IT IS QUITE IMPOSSIBLE TO IMPART THE SAME PROFICIENCY IN FOREIGN LANGUAGES THAT IS ATTAINED BY THE STUDENTS OF CONTINENTAL EUROPE IN SIX OR EIGHT YEARS.

In *library work*, there is a great field for capitalizing even a fair knowledge of foreign languages, and mere odds and ends of skill, such as the ability to read the Greek or the Russian alphabets, may count for something. Public library service is still expanding, and there will be a need felt in a short time for many high school librarians, says Miss Hazel B. Timmerman, of the Personnel Division of the American Library Association. This is a field to be suggested to many linguists who do not care to teach.

"Library schools require for entrance two modern languages, usually French and German, but at times Latin can be substituted for one of these. A language background is needed in several kinds of library work. It is essential that a cataloguer have a knowledge of French and German, and in many instances we are asked to suggest those who have a minimum of four; the four stated most often being German, French, Italian, and Spanish. In a college, university, or large public library, the catalog department must include on its staff those who are familiar with other languages, as Norwegian, Swedish, Czecho-slovakian, Dutch, Hebrew, Portuguese, Bulgarian, Modern Greek, Russian, etc. Both French and German are essential to use as research tools in the average order department. In the periodical and reference sections of the larger public, reference, college, and university libraries language equipment similar to that of the cataloguer is required. This is also true in the case of foreign departments of the larger public libraries. In bibliographic and research work and in many special or business libraries, the knowledge of foreign lan-

guages is essential in order to carry out the details of most projects. In libraries where there are branches in foreign sections, the library must have in its employ at those branches at least one person who can speak the language of the community."

May I now leave you with a few suggestions? We hope to draw the attention of employers to the increasing importance of securing employees with language equipment. It is also time that language ability should receive recognition in the customs, immigration and postal services of the United States as well as in the Army and the Navy. The principals of our high schools can only understand the problems of language teaching if they themselves know languages. Again, recognition must be made of the fact that the ability to use the languages in conversation can only be imparted by some changes in our methods of teaching. On this subject, Dr. Chauncey Snow, assistant to the President of the Chamber of Commerce of the United States of America, speaks emphatically: "Ability to read the languages and to translate from the foreign languages into English is undoubtedly of high importance in the course of these growing international business relationships. Of even higher importance, however, to my mind, is ability to use the languages in conversation. I know something of the difficulties of carrying on language instruction in our schools to the point where the student has really sound pronunciation and some measure of ease and freedom in conversation. It is my opinion, however, that if instruction here is more definitely pointed toward conversational use of the languages we may hope to see our students acquire the same proficiency in that direction as students in the better schools in many of the countries of continental Europe acquire from their class-room instruction in foreign languages. I think we are far short of that proficiency at present, and that the reason for it is that we have not pointed our classroom instruction that way."

Our language students should study business if they do not want to teach, and our business students should be advised to study languages. America needs leaders with the gift of tongues and a revival of prosperity seems to depend upon a revival of our foreign trade. Here we may stop to ask the question: SHOULD WE BE EXPECTED TO TRAIN THESE LEADERS IN A TWO-YEAR LANGUAGE COURSE?

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## SOME PHASES OF MODERN LANGUAGE TEACHING IN THE LOS ANGELES JUNIOR COLLEGE

ARTHUR B. FORSTER, *Los Angeles Junior College*

Read before the French Section of the N. E. A. at  
Los Angeles, June 30, 1931.

**A**LMOST two years ago, the Los Angeles Junior College opened its doors under the able and inspiring leadership of Dr. William H. Snyder, and a new note was immediately sounded as to the *raison d'être* of the junior college. As long ago as 1918, Professor Alexis Lange, of the University of California, in an article in *SCHOOL AND SOCIETY*, had said that the real function of the junior college was to take care of the people who were between the artisan and professional classes; but that viewpoint had been lost sight of, and it has been left to Director Snyder to re-emphasize it and to proclaim with all the vigor and forcefulness possible, that the junior college should not merely reproduce the first two years' work of the university, but must train both culturally and vocationally the non-academically-minded high school graduates to be the non-commissioned officers of industry. Since the very opening of the college, therefore, two types of courses have been offered: (a) certificate courses, for those high school graduates who are fully recommended for college work; and (b) semi-professional courses, planned for those high school graduates who are not recommended for college work, or whose college education must, by choice or necessity, be limited to two years.

The certificate courses are essentially foundation courses for upper-division work. The semi-professional courses on the other hand are terminal courses. They are designed to give their graduates vision and skill: a vision of the intellectual, industrial and social conditions of the age in which they live, and some definite skill whereby they are prepared to enter into productive activity.

Now how is this underlying philosophy of junior college education being worked out in the foreign language department, which has grown from 178 certificate and 398 semi-professional students in September, 1929, to 548 certificate and 673 semi-professional students in February, 1931?

We can dismiss very briefly the certificate

courses, for these are practically identical in subject matter, even in text books used, with the lower division language courses given at the University of California at Los Angeles, where the large majority of our certificate students continue their education.

Our great problem has been to build semi-professional courses which will meet as far as possible the ideals laid down so lucidly by our Director. The experiment is still proceeding, and the work with its many ramifications is profoundly interesting. We have endeavored to work out terminal courses that will give both vision and skill. Let us first consider the skill content of these courses. At the outset, it must be admitted that very few, if any, of our semi-professional students will use any skill they may acquire in the reading, understanding, speaking or writing of a modern foreign language as a principal means of livelihood. Positions in banks, commercial houses, and offices that have foreign connections, are usually held by men of foreign birth, with a good command of English. Over a year ago, we made definite inquiries as to the possibilities of the languages for occupations, sending letters to the business colleges, and employment agencies. Later, the placement secretary of the junior college, at our request, made a short study of vocational opportunities for language students with somewhat discouraging results; and this last semester, one of our students of Spanish took as his project the field of Latin-American trade and came to some very interesting and practical conclusions. But, although the asset of language knowledge in itself does not insure success, we are of the opinion that in many cases the knowledge of a foreign language may materially aid a person in his occupation, and even enable him to secure a more desirable one. The knowledge of a foreign language can have a very tangible value in many lines of endeavor, and we shall continue, with the help of the placement secretary and students interested, the task of finding as definitely as possible, just how far language skill can help the student financially.

At present, however, semi-professional



language courses must be considered mainly as vision courses, not skill courses. Their chief objective is that of giving the student a broad culture, of interesting him in a wider outlook on life, of training him for civilization. Such courses are designed, therefore, not only to give him a practical knowledge of the language, but an opportunity to learn more of the life of the foreign nation in its various aspects. Technical grammar is cut to a minimum. The main aims of the courses are to enable the student (1) to understand simple spoken French, German, Italian or Spanish; (2) to speak the language with a fair degree of fluency and accuracy; and (3) to read with understanding simple prose and poetry in the foreign language. It is interesting to note the result of a questionnaire given to our semi-professional language students last month. In answer to the question: "What do you wish to do eventually with the language you are studying: To write it, to read it, to talk it, or to understand it when spoken?" 37 per cent expressed a desire to talk it, 37 per cent to understand it, 21 per cent to read it, and 4 per cent to write it. This correlates very closely with the aims outlined for the courses in which the spoken language is stressed. Incidentally, many of our students have already found that a sure way to unlock the heart of a foreigner is to speak but a few phrases in his native tongue, even though imperfectly.

In the first year, the department lays a foundation of correct pronunciation, rhythm, intonation and the minimum essentials of grammar. In the second year, the classes are adapted as much as possible to the aims of the students. Reading aloud, dictation, and aural comprehension tests form a definite part of every final examination. From the outset, the students are introduced to the customs and ideals of the foreign country. This is done, not only through the textbooks used, but each student must hand in a project or report in the English language on some contribution of the foreign country along the lines of his major interest. Foreign newspapers are also read in class, and reports of articles in foreign magazines considered as part of the class work.

In addition, no opportunity is lost to put all students, certificate and semi-professional, in contact with the foreign people in this country. The foreign theatre, opera, and even restaurant are used as media of pre-

senting to the student the various aspects of the life of the foreigner.

One phase, and a rather novel one, of the department work which offers fine cultural opportunities, is the Foreign Language Club Room. A spacious room has been set apart specially for the five language clubs which are all functioning smoothly, and is being slowly furnished by funds received partly from the Board of Education and partly from money raised by student activities and donations. We are creating in it a foreign atmosphere and an air of simple dignified beauty that will invite our students to come in and learn from the foreign magazines, newspapers, books and exhibits placed at their disposal. Already in the large plate-glass showcase there have been exhibits of Italian works of art, Mexican and Spanish *realia*, rare and early editions of French literary works, a wonderfully complete collection of French coins, and books and steel engravings dealing with the Faust legend and Goethe's Faust, illustrating in a very impressive way a lecture given by one of our instructors. Not only is the room used for club initiations and meetings, but a schedule has been arranged so that every class in the department may use it for singing once a week; while in the afternoons after classes it is frequently used for social entertainment of small groups of students. This club-room to whose equipment and beautification both faculty and students of every language class have contributed, is and will be increasingly so, the very life of the foreign language department, radiating a spirit of tolerance and good-will, of friendship, co-operation, and sympathetic understanding of other nations. It furnishes a means of acquiring greater social intercourse with people of varied cultural backgrounds, and illustrates more vividly perhaps than anything else, the ideal which is so splendidly exemplified by the fourteen members of the staff, namely, the unification of the language department. We are not split up into separate language units, but from the outset have been one harmoniously working whole. A love of the virile German tongue need not infer a scorn of the soft cadences of the Italian, nor a cult of French clarity of thought a lack of appreciation of the Spanish idiom. We endeavor to inculcate a love and understanding of other nations, respecting, even though not necessarily agreeing with, all their aims and



ideals; and the club-room is the rallying ground for such a worth-while effort. It is our "Cité Universitaire." It is the home of our small League of Nations; and words cannot express the enthusiasm and joy with which both faculty and students are working to realize their high hopes and ambitions for the room.

One last phase that I would like to bring to you, one which is a natural result of the ideals already mentioned. We have founded a language honor society, open to outstanding scholars in all of the five languages. I know that of the making of honor societies there seems to be no end, and that there should be a good and sufficient reason for the founding of another, which we hope, will be national in scope. This good and sufficient reason seemed to us to be found in the very key-note of our work, namely unification. We stress not only high achievement in one language (the candidate must have received not less than two A's and one B in three semesters of work in the same language at the Los Angeles Junior College), but bring together the outstanding students of each foreign language; so that although the primary aim of Alpha Mu Gamma is to recognize and promote scholarship, we admit that an equally valuable aim is to promote an understanding of other nations. In this society we wish to honor and encourage in their future work, those young men and women who have given promise of carrying forward through their generation the torch of scholarship and of world understanding.

It is on this note I would close my talk to you. I realize how difficult it is to attain the ideals we set before us. I realize there are many problems that are difficult of solution. I realize we have to fight against the idea that prevails in this country that we are not language-minded. I realize that conditions in Europe are far more conducive to a thorough study of foreign languages than here. But ideals lofty and practical we must have to give value and life to our work; and with apostolic zeal we must bend our energies to the task of satisfying the human and social needs which determine our students' attitude to life. We must remember Herbert Spencer's aim of education as *the preparation for complete living*. Every individual should be given the opportunity to

earn a livelihood, but "man shall not live by bread alone"; and the work of education for the right use of leisure was never more important than now. A junior college Dean of Men told me but a month ago the reason given by a rancher's son for graduating in the liberal arts course rather than the excellent one they offered in agriculture. "My father," said the young man, "knows the ranch game thoroughly. He also keeps in touch with the Davis College experts. I get that knowledge from him, but when I'm driving a tractor all day long, I want something else to think about, so I took history, philosophy and language."

Hundreds of students are coming to our language classes for the bread of knowledge of other nations, gained by a study of their language, literature, customs, history, art and culture. Shall we give them the stone of formal grammar? Let us note carefully that part of the annual report of Dr. Nicholas Murray Butler for 1930 in which he laments the decline and fall of the classics in America, hastened, he holds, by the action of teachers themselves, "in supplanting understanding of the ancient world with a myriad of minutiae of highly specialized learning." The ancient Humanities have lost ground in this materialistic, utilitarian, mechanical age; and although Sir Charles Grant Robertson, principal of Birmingham University, has stated that the scientific Renaissance of the last fifty years was comparable to the humanistic Renaissance of the 15th and 16th centuries, nevertheless he questioned whether the later Renaissance had established "a scientific culture" such as Huxley, one of its apostles, had in view.

The time is ripe for the study of foreign languages to wield a greater influence. We must lay the foundations for a broad, sympathetic knowledge and understanding of other nations. Our students, by sharing in their literary heritage, and making a first-hand acquaintance with the ideals that have animated and still animate the great minds of the old world, will thus learn to possess a fuller recognition of the finer values of life, a broader vision, and a keener comprehension of world problems, a richer culture, and thereby leaven and uplift our own American education and life. The Modern Languages must take their rightful place as the Modern Humanities.

# QUARTERLY FRENCH BOOK-LETTER

WILLIAM LEONARD SCHWARTZ, *Stanford University*

AT the beginning of the summer, Pierre Benoit and Marshal Weygand were elected to the Académie française. The former, being only forty-five, is one of the youngest writers ever elected to membership. The only literary figure to disappear during the quarter is the artist Jean-Louis Forain, the Daumier of our own times. Shortly after his death, Léandre Vaillat published a book of reminiscences, *En écoutant Forain* (Flammarion, 12 fr.), which is considered to over-emphasize his misanthropy or pessimism. Professor André Le Breton, of the Sorbonne, has retired. M. Hubert Pernot has left the Institut de Phonétique to give all his time to teaching modern Greek. His successor will be Théodore Rosset, *inspecteur général de l'instruction publique*, who was well known ten years ago for his teaching of pronunciation at Grenoble. The Institut (or department) de langues vivantes of the University of Paris has moved to buildings in the Rue de l'Ecole de Médecine and the new Institut de Littérature Comparée was given the old German classrooms. The government is minting coins of the value of fifty centimes, one and two francs, to replace the tokens of the national Chamber of Commerce. There were only six fair days last August in Paris. There is a report that M. Paul Claudel will not return to the Embassy at Washington.

I should like to draw attention to a new picture book: *Paris, 285 photographies* (Flammarion, 35 fr.), as well as to the more comprehensive *Visages de Paris* (Firmen-Didot, 1930, 120 fr.), 600 illustrations with the story of the city from the 12th century told by André Warnod.

Alphonse Daudet's widow has recently permitted the publication of new selections from his "petits cahiers." *La Douleur* (Fasquelle, 15 fr.) contains notes on his sufferings caused by locomotor ataxia from 1884 to '97, the years during which he wrote *Tartarin sur les Alpes*, *Port-Tarascon*, *Trente Ans de Paris*, *Souvenirs d'un homme de lettres*, *l'Immortel*, *la Petite Paroisse*, *Soutien de famille*, *le Trésor d'Arlatan* and six plays. "Je suis l'homme-orchestre de la douleur." "Je ne sais qu'une chose, crier à mes enfants 'Vive la Vie!' Déchiré de maux comme je

suis, c'est dur." After 86 pages on *la Douleur*, the volume contains 136 pages of extracts from the *cahiers*, of special interest to the readers of *le Nabab*.

Volume III of *Mes Cahiers* (Plon, 16 fr.), covers the years 1902-1904 of the life of Maurice Barrès. These notes mark enthusiasm for the talent of the Comtesse de Noailles and a new curiosity about things of Lorraine. At this time Barrès was writing *Au Service de l'Allemagne*, *Amori et dolori sacrum*, *Pages lorraines* and *Les Amitiés françaises*. The last pages are an interesting evocation of Napoleon's arrival at Aix in 1815 at the beginning of the Hundred Days.

Those of us who are not quite so young will remember a sensational book, *L'Esprit de la Nouvelle Sorbonne*, published in 1911 by Agathon. This pseudonym hid the identity of Alfred de Tarde and Henri Massis. The latter now tells the story of their campaign in *Évocations, souvenirs, 1905-1911* (Plon, 15 fr.). Massis lost all his enthusiasm for *la science littéraire* the day when Professor Lanson asked him to "date" ten letters of Voltaire. This book retells the intellectual formation of the generation that fought the Great War, which turned from Anatole France, "l'humaniste inhumain," judged Barrès and accepted Bergson as master. Massis was a pupil of Émile Chartier ("Alain"), witnessed the foundation of l'Action française, and was a friend of Frédéric Rauh, Henri Franck, Ernest Psichari and Péguy.

The *Inventaires, Inquiétude et reconstruction*, published by R. A. Corrêa (15 francs) for Benjamin Crémieux, are a cautious attempt to delimit a literary "period": 1918-1930. This book, however, is not easy reading. After an analysis of the unrest which marked the first post-war years, Crémieux points toward attempts at construction and the rise of a new attitude among men of letters, which he calls "totalism." "*Quelles aient pu être les lacunes et les insuffisances de la littérature d'après guerre, elle a du moins marqué une aspiration vers le totalisme, vers une prise de conscience de tout l'homme dans ses rapports avec lui-même et l'univers.*" Crémieux demonstrates that older ways of living continued until the Armis-

tice, and that a real change began with 1918, while the economic crises of 1930 and the spread of the talkies are events of as much significance as the rise of the romantic drama in 1830.

*Inventaires* might be followed by the study of Marcel Arland's *Essais critiques* (N.R.F., 15 fr.), which supplements Crémieux on the theme of unrest by an essay "*Sur un nouveau mal du siècle*," reprinted from the *Nouvelle Revue française* of 1924, and shorter articles from that magazine. On the theme of reconstruction, there is Léon Lemonnier's *Populisme* (Renaissance du Livre, 12 fr.), the story of this new movement, even a new school, in the novel. It also contains excellent appreciations of two contemporary writers, Marcel Prévost and Max et Alex Fischer. I should also like to draw attention to *Jeanne* (Vol. II of the collected *Contes d'Henri Duvernois* (Flammarion, 12 fr.), which contains that masterpiece of the short story, "*Morte la bête*."

Literary biography for the quarter includes *La Vie de Charles Nodier* (N.R.F., 15 fr.), by Marguerite Henry-Rosier. Nodier, who once described how he had been guillotined during the reign of terror, possessed, as Sainte-Beuve declared, "*le génie de l'inexactitude*," and his autobiography cannot be trusted. The present volume does not pay much attention to Nodier's rôle as a man of letters, but does give a straight forward account of a very curious and interesting life, based upon unpublished papers coming from his great-great grandson. The *Marcel Proust* of Ernest Seillière (Nouvelle Revue Critique, 12 fr.), is less of a study of Proust than an examination of his characters. Seillière stops, however, to draw attention to the "*mysticismisme naturaliste*," which he notices in Proust's attitude towards life. Perhaps the principal value of this book lies in its comparisons between Proust's creatures and their prototypes in life. Baron Seillière being a cousin of Robert de Montesquiou, his statements may be given special credence. The *André Gide*, by Ramon Fernandez (R. A. Corrèa, 15 fr.), comes from one who knows his subject well. He declares: "*La philosophie de Proust est une philosophie de vieillard, celle de Gide une philosophie de jeune homme*." Although Fernandez stops too long to theorize about *Corydon*, he indicates that Gide grows more attentive, as he grows older, to what may be called the voice of duty. In-

deed, a recent article signed by Maurois, stated that a series of *Nouvelles Nourritures terrestres* were being written which might be diametrically opposed to Gide's earlier attitude.

Teachers using the well-known Des Granges, *Morceaux Choisis des Auteurs français*, will be interested in the enlarged illustrated edition, with additional selections, inclusive of Paul Valéry. Bound in percaline, the price is 45 fr. (A. Hatier.) However, I have higher praise for *L'Œuvre de Victor Hugo, poésie, prose, théâtre*, annotated by Maurice Levaillant (Delagrave, boards, 32 fr.). Few scholars have made more contributions recently to our understanding of the great romantics than M. Levaillant, and a mass of information is presented in this volume. While there are a few misprints in the texts themselves, this does not really detract from the value of this judicious and useful illustrated compendium of 696 pages.

*L'Époque réaliste*, by Édouard Maynial (Œuvres représentatives, 12 fr.), *avec florilège des auteurs cités, s'inscrit entre les dates extrêmes de 1830 et de 1868, des Scènes populaires d'Henri Monnier à la Thérèse Raquin d'Émile Zola*." The most representative names of this realistic group, which is not even mentioned in many histories of French literature, are those of Murger, Champfleury, Duranty and Feydeau, to which Maynial adds Flaubert, E. and J. de Goncourt and Barbey d'Aurevilly. A book which must be studied to understand the collapse of romanticism and the roots of the Naturalist School.

Jacques Copeau's *Souvenirs du Vieux-Colombier* (Nouvelles éditions latines, 15 fr.), prove upon examination to be a disappointment. This slim pamphlet reproduces three addresses delivered by Copeau when the Vieux-Colombier theatre was reopened last Spring by his apprentices, la Compagnie des quinze. In Malfère's series, *Les Grands Événements littéraires*, the most important new volume is *Les Méditations de Lamartine*, by Gustave Fréjaville (12 francs), a tribute to the poet's genius, clearly marking the range of his influence. Léon Deffoux's *La Publication de l'Assommoir* (9 fr.) will make you wish to reread Zola's novel. In reading Raymond Clauzel's *Une Saison en enfer et Arthur Rimbaud* (9 francs), one is more likely to disagree with the critic. I should mention here, speaking of serial pub-

lications, the Vingt-Quatrième Cahier in the series of *Études françaises* (Les Belles Lettres, 6 fr.), a brief account of the reform movement known as the *École unique*, by Jean-Albert Bédé, who spent three months with us during the Stanford summer quarter.

Admiration for and familiarity with the work of Balzac can go no farther than in Pierre Abraham's *Créatures chez Balzac* (N.R.F., 18 fr.), a semi-statistical analysis of the physical characteristics of the population of the *Comédie humaine*, color of eyes, hair, etc., correlated to temperament and morality. Chapter II is of special interest, a review of the heroes of Balzac who are portraits of himself. Pierre Abraham is also involved in theories of "experimental criticism," by which he deduces interesting laws of "*distance romanesque*," showing that Balzac's best creations date back some fifteen years in the author's life before the time they were composed.

Contemporary literature has progressed far along a path opened up by the romantics, namely the observation of children and the use of child characters in works of the imagination. A general sketch of the place of the child in French literature, beginning with the "*enfances*" of the heroes of chivalry, was attempted last year by l'Abbé J. Calvet, in the two volumes of his *L'Enfant dans la littérature française* (F. Lanore, 24 fr.). I have a word of special commendation for the monograph by Aimé Dupuy: *Un Personnage nouveau du roman français: L'Enfant* (Hachette, 40 fr.). This is a psychological and sociological study of the child in contemporary French fiction, an education thesis intended to help other teachers understand the mentality and character of the various types of children at different ages. Dr. Dupuy's sources are the books about children written for adults between the *Jack* of Daudet, in 1876, and a dozen similar stories published in 1926.

*La Vie parisienne à l'époque romantique* (Payot, 20 fr., 16 plates) is a reprint of half a dozen lectures delivered last year at the Musée Carnavalet. You will enjoy especially the talk by Marie-Louis Pailleron on "*l'Esprit chez les romantiques*," while Paul Reynaud's account of the Revolution of July, 1830, "*les Trois Glorieuses*," will be found especially instructive. Part II, *Le Théâtre profane*, of Gustave Cohen's *Le Théâtre en France au moyen-âge* (Rieder,

20 fr.) has just been received. It is illustrated by 60 reproductions from old documents and manuscripts, and makes pleasurable reading because of the graceful adaptations of the original texts discussed. I only regret that the music for the famous songs of this period has not been interpolated, since it has already been transcribed in modern notation. Incidentally, Professor Cohen is skeptical concerning the attribution of the authorship of *Pathelin* to Guillaume Alecis made by L. Cons and Holbrook: "*Où surtout Guillaume Alecis-Hareng a-t-il montré cette large et franche verve comique qui fait le charme du Pathelin?*"

*Les Provinces de France illustrées*, by Fauchère and Galland (Blondel La Rougery, boards, 20 fr.), a brief geography with naively illustrated maps, has been much appreciated by those who have seen the book. A companion volume on the French colonies (same authors, same price) has been published which possesses all the humor of the earlier atlas, and gives an excellent idea of the extent of *La France d'outre mer*.

I cannot recommend Jean Gaudefroy-Demombynes' *Abrégé de phonétique française* (Maisonnette Frères, 15 fr.), except for reference. This young scholar believes, for instance, that it is more convenient to designate the sound (ou) by the letter "Q" than to keep to the familiar symbol "u" of the international phonetic alphabet. The author formerly taught pronunciation at the Institut de phonétique and the Institut du Panthéon. His book bristles with misprints and has no index, but may be consulted profitably on two points: his full analysis of the many true double consonants appearing in contemporary French pronunciation, and his notes on the special defects of Danish, German, Anglo-American, Spanish, Syrian and Japanese students of French.

The current number of *la Quinzaine critique* (fortnightly, Maison du livre, subscription, 94 fr. in U.S.A.) shows several improvements. The literary section now occupies the front pages of the magazine, and the reviews of magazine articles accompany the book reviews in the same field. A new feature, lists of the publications of the fortnight, makes it possible for readers of *la Quinzaine critique* to keep easily abreast of the offerings of the publishers.

I should like to draw tardy notice to *My Progress Books in French*, Nos. 1 and 2, American Education Press, Columbus,



Ohio. These books were worked through during the summer vacation by two of my young relatives with real enjoyment. Text-books received during the quarter, arranged in alphabetical order by names of publishers, include: Century Company, Roehm and Shane's *Practice Leaves in Elementary French*; University of Chicago Press, an adaptation of *l'Abbé Constantin* based on word and idiom frequency lists (\$1.10); D. C. Heath & Co., W. J. Grosjean's *French Idiom Study*, based on fables, W. M. Daniels' *Nouveaux Contes de la France*.

Heath has also published an easy reader about French culture and history, with a vocabulary of 1753 common words, fully illustrated. This is *La France, cours élémentaire*, by our neighbours E. C. Hills and Mathurin Dondo. I find the readings entertaining, and the exercises searching. The past tense is introduced early enough to make oral work really practical. A feature of the vocabulary is the introduction in parentheses of English cognates, which trains

the student to memorize new words, e.g. "*la façon*, way (fashion)." Holt has published a vocabulary edition with some revision, of Schinz and King's well known *Seventeenth Century French Readings*, Cons' *Anthologie littéraire de la renaissance française*, Marchand and Roehm, *La Famille Dupont (Premier livre de français)* and the *Anthology of Modern French Literature* (Rabelais to G. Lanson) of Colbert Searles and I. C. Lecompte. This is the most complete anthology published outside France, and should be examined by teachers giving survey courses.

For the teacher who has no access to large libraries, or who has not kept in touch with experimental studies in the field, *The Psychology of Foreign Language Study*, by Prof. H. R. Huse (University of North Carolina Press, \$3.00) may be suggested. This book would also be found a good weapon in dealing with a principal who has queer convictions on the subject of methods.

## QUARTERLY GERMAN BOOK-LETTER

EDMUND K. HELLER, *University of California*

WITH the beginning of the fall term considerable number of new German textbooks have made their appearance, and more will be forthcoming shortly. In most cases the names of the editors offer a guarantee that notes and vocabulary have been prepared conscientiously. It the reviewer has to criticize the manner in which some of the editions are printed he realizes that the fault lies with the publisher and not with the editor. It has been pointed out before that Roman type seems objectionable for German books. The mixing of Gothic and Roman type in the same word is worse, even if it is done for showing the stressed vowel; and the printing of the vocabulary in one column instead of the customary two may also be called an unwarranted innovation.

In looking over the new books I find the easiest reading in Manfred Kyber's *Tiergeschichten*, edited with introduction, notes German questions and vocabulary by Edmund P. Kremer (New York, Prentice-Hall, 1931; XV and 99, text 54, including eight blank pages). The book contains nine animal stories of the kind which is now so

popular. We are taken to the attic, where a cat nurses two little mice along with her kittens, to the chicken-yard, to the garden, and finally to the Indian jungle. Some of the stories are very clever, but I wonder how much of this cleverness will be lost on beginners. In scanning the vocabulary, I notice the word *Alliebe*, which according to Duden should rather be spelled *All-liebe*.

Of about the same length is Max Eyth's *Der blinde Passagier*, edited with introduction, notes, and vocabulary by C. H. Bell (New York, Oxford University Press, 1931; 149, text 48 pp.). The story describes in a humorous way the trip which, in 1861, the author undertook from Antwerp to England as a young civil engineer in search of employment. It represents the better kind of German adventure story and has much in common with the modern autobiographical novel.

As a good type of the latter we have a new edition of Thomas Mann's *Tonio Kröger*, edited with introduction, notes and vocabulary by J. A. Kelly (New York, Crofts, 1931; XVI and 126, text 80 pp.). I agree with the author when he states:



"Tonio Kröger will undoubtedly serve as the best introduction for the American student to Thomas Mann . . . It came from his heart and is the most specifically autobiographical of all the works of this poet." It seems to me, however, that to call the poet "the outstanding figure in German literature of the present day" is going too far. We find a growing number of critical remarks about the author made by serious people in Germany. Friedrich von der Leyen in his latest book on contemporary German literature deals with him rather severely, and A. Schröder in an interesting study entitled *Schüler und Lehrer höherer Schulen in der neueren deutschen Romandichtung* (ZEITSCHRIFT FÜR DEUTSCHKUNDE, 1931, Heft 7/8) takes him to task for his unfair attitude. In reading *Tonio Kröger* we realize that from early childhood Mann's development was rather peculiar. Although the predilection for morbid subjects which characterizes most of his later works is fortunately restrained in this novel, the unwarranted conceit of the poet is his extremely stilted style is already showing. To illustrate I quote a sentence from *Tonio Kröger*: *Im Ernst, es hat eine eisige und empörend anmassliche Bewandnis mit dieser prompten und oberflächlichen Erledigung des Gefühls durch die literarische Sprache* (p. 35, 27).

A longer novel which leads us from the beaten path is Count E. von Keyserling's *Abendliche Häuser*, edited with notes, exercises and vocabulary by T. B. Hewitt (New York, Crofts, 1931; XVII and 240, text 149 pp.). The action of the book takes place just before the war in Courland, where German noblemen ruled big estates without the slightest presentiment of the tragic fate which was to sweep them ruthlessly away in the near future. With our new interest in world affairs the book should be especially interesting for the student of modern European history and sociology, but it should be read under an instructor who will bring out its finer points. It seems to me that there is rather too much routine in the notes and vocabulary. The latter is not always accurate; for example *Rapphengst* should not be translated "black horse," but "black stallion"; *Rockaufschlag* "coat-facing" instead of "coat-collar"; *Satteldecke* "saddle-blanket" instead of "saddle-cover."

Of dramatic works I have before me Hermann Sudermann's *Frützchen*. Drama in

*One Act*, edited for class-room use with introduction and vocabulary by G. M. Priest (Princeton University Press, 1929; VII and 81, text 40 pp.). This little paper-bound edition will be handy for advanced classes in modern German drama, but for this type of student a special vocabulary seems superfluous. The notes, on the other hand, should be extended; the explanation of *Kommissgans*, for example, is not very good, and the interpretation of *Bierminute* makes an old German fraternity student smile.

A more modern German play has been made available by Josef Wiehr in editing Hermann Bahr's *Das Konzert. Lustspiel in drei Akten*, with introduction, notes and vocabulary (New York, Prentice-Hall, 1931; XXV and 146, text 95 pp.). The comedy has been eminently successful on the German stage in the version which is offered here. It was adapted by Otto Brahm for the Lessing Theater in Berlin, and has been performed in this abridged form many times since it first appeared in 1909. Without being prudish, I should like to say that on account of its subject-matter the play is hardly appropriate for schools or for co-educational institutions. The author tells how a somewhat irresponsible concert player takes a trip with one of his admiring students to his summer cottage in the mountains, and how his understanding wife follows them with the student's husband and squares the matter, without, however, curing the philanderer, who at the end is just entering into another amorous adventure. The plot is doubtlessly true to life, but teachers should hardly draw the attention of the younger generation to matters about which they will know soon enough.

Whither flaming youth is headed in Germany may be gathered from a rather popular German novel of today with the sensational title: *Begierde. Roman einer Weltstadtjugend*, by Otto Zarek (Berlin, Zsolnay, 1930; 703 pp.). Here we have a conglomeration of modern Berlin types: University students, artists, Russian emigrants, bankers, boxers, society women and street girls. The book is well worth reading, as the American teacher should know what is going on over there. Nevertheless, the reader cannot help feeling that this is not all the story, and being sorry for the author and the circle in which he moves.

A similar atmosphere permeates the fourth volume of Frank Thiess's tetralogy

*Jugend*, which has just been published under the title *Der Zentaur* (Stuttgart, Engelhorn, 1931; 794 pp.). Whereas the scene of *Begierde* is mostly Berlin, this story takes us to various places in Europe, and occasionally elsewhere. The hero, Erik Almquist, is apparently a combination of Fokker and Lindbergh. I find it entertaining to read single chapters, although it seems almost impossible to make one's way through the jumble of events and characters at large. The author himself must have had a feeling of this kind when he stated close to the end: *Was fragen wir noch nach unseren Gestalten? Sie sind zerstreut and verschwunden, sie müssen alle sehen, wie sie mit dem Leben fertig werden.*

I conclude my book-letter with a remark

on a new manual regarding the best German usage. Its author is Karl Schneider, and its title: *Was ist gutes Deutsch? Ein Führer durch Schwierigkeiten und Zweifelsfälle* (München, Beck, 1930; XVI and 275 pp.). The author's general attitude is not at all scientific; in the denunciation of all new usage which he does not like he is as fanatical as the late Gustav Wustmann. He states, for example, in the beginning of his preface: *Niemand kann darüber im Zweifel sein, dass unsere Sprache sich in einem Zustand völliger Verwirrung, ja der Auflösung befindet.* Still his tirades will impress upon the mind of the American teacher certain rules which his German colleague finds necessary to emphasize. For this reason I recommend the purchase of the book.

## QUARTERLY ITALIAN BOOK-LETTER

HERBERT H. VAUGHN, *University of California*

PROFESSOR G. A. BORGESE, critic, novelist and dramatist, one of the foremost literary lights of present-day Italy, is now at the University of California in Berkeley, occupying the Chair of Italian Culture. He will be on the campus until December, when he will leave for a tour of the country before returning to Italy. It is a real privilege to hear him discuss literary technique and ideals. Born in Sicily in 1882, he entered the journalistic field on completion of his academic studies and served on the editorial staff of the *Hermes* and the *Medusa* in Florence. He later was appointed editor-in-chief of the *Mattino* at Naples, and has also been associated with the *Stampa* and the *Corriere della Sera*. In 1910 he was made professor of German literature at the University of Rome and in 1917 he was appointed to the *Academy* of Milan, which was later to become the *University* of Milan. Professor Borgese's list of publications is long, and includes some of the best productions of the last three decades. His productivity started in 1905 with the publication of a *Storia della critica romantica in Italia*. In 1909 there appeared *La nuova Germania* (2nd ed. 1917) and a book on G. D'Annunzio. From 1910 to 1913 appeared the three series of *La vita e il libro*, in 1911 *Mefistofele, con un saggio sulla personalità di Goethe*, in 1915 *Studi di letteratura moderne*, and in 1916 *La guerre*

delle idee. In 1921 Professor Borgese published the prize-winning novel *Rubè*, acclaimed as the best of a decade, and in 1923 *I vivi e i morti*. *L'arciduca* (1924) and *Lazzaro* (1925) have given him a prominent place among the living dramatists. His latest book is *Tempesta nel nulla* (1931), which is more than a novel. It is a prose poem, psychological in nature, inspired by the awesome grandeur of the Engadine. There are two principal characters, a father and his daughter. First the father alone comes to this wonderful spot in the mountains where before the scene spread out beneath him he is exalted into communion with the infinite. A year later he brings his daughter to the spot, hoping and believing that she will react as he has done. Instead she is taken by dizziness and he has to save her. It is a simple story, not an exciting one, but told with great art, and it gives expression to an elemental truth and furnishes material for deep thought.

Professor Borgese will give four lectures in San Francisco, the titles of which are as follows: November 3: *Essence of Romanticism*; November 10: *Goethe's Message* (in anticipation of the Goethe centenary, 1932); November 17: *The Spirit of Italian Literature*; November 24: *Poetry and this Age*.

Grazia Deledda has published a new book, *Il paese del vento*, which is especially interesting because it is autobiographical in char-

acter. Deledda always gives something new and fresh; she seldom repeats or rehashes, and this story of childhood and youth is remarkable for its simplicity and charm and its local color.

In the *Revista italiana di letterature dialettale*, pp. 55-60, Raffa Garzia reviews the translation of the *Divine Comedy* into Sardinian by Don Pietru Casu, which appeared in 1929 (Tip. Francescesca Niedda e Figli, Ozieri), the Sardinian dialect chosen being Logudorese. The reviewer brings up again the eternal question of the value of such translation, averring that any Sardinian who could understand Dante should be able to read Italian. His ground is well taken, but the real value of the translation is lost if one imagines that it is made only in order to make the poem more available to the Sardinians. The poem, while, of course, it loses much of its majesty in translation, takes on a new significance for us. We see it through the Sardinian eyes. It teaches us something about the Sardinian character to read it. I will quote a short passage (the same as one of those quoted by the reviewer) in the translation and the corresponding passage from the original to illustrate my point. It is taken from the Paolo and Francesca episode (*Inf.* V. 127-38).

*Una die leggèndhe pro diletto  
 f'ant coment'a Lanciott'inchisi'  
 d'amore, e'lor e' scita murtitu  
 Tanto c'atos sor olos nos lighesi'  
 ensa lettura, e allija su oia:  
 ma una vlu bunta nos peldesi'  
 Caudha l'annu su h' amadu risu  
 all' f'ant, in d'istatu murtitu,  
 cuntu, chi mai dop'her dicitu,  
 sa'acca mi 'asà totu tremante.  
 Libèru galliotto e iscrittore!  
 Finemus sa lettura in cuss'istante.*

The foregoing is sufficient to show us that the translation is not a pure Sardinian, as it contains words borrowed from the Italian, but it is true that the dialects are borrowing from the literary language to a greater and greater extent. However, it is also true that the Sardinian's character is being more and more influenced by the Italian, so that his outlook upon life is becoming Italianized.

The translation lacks the dignity of the original, but is more naive. Following is the passage as Dante wrote it:

*Noi piaceramo un giorno per diletto  
 Di quel Paolo, come amor lo strinse;  
 Sola e amaro e senza alcun sospetto.  
 Per più spato m'io chi di cosinse  
 Questa lettura e sentomoci il viso,  
 Ma solo un punto fu che ci valse.  
 Quando l'incenammo il disiato riso  
 Facer hantato da colanto amante,  
 Questi, che mai da me non fia diviso,  
 La bocca mi baciò tutto tremante.  
 Galotto fu il libro e chi lo scrisse!  
 Quel giorno più non vi leggemmo avante.*

In the May number of the *Pegaso* (Treves, Florence), Giuseppe Prezzolini has an article on *American Universities* in which he draws attention to the differences between our institutions and those in Italy. Prezzolini is well acquainted with our education problems and our educational system, as he has been exchange Professor at Columbia and has had an opportunity to study the field. He is fairer to us than many of our own writers on the subject.

The usual number of text-books edited in this country has not been forthcoming this summer. The delay is doubtlessly to be attributed to economic conditions and we may expect to see them soon.

## QUARTERLY SPANISH BOOK-LETTER

S. L. MILLARD ROSENBERG, *University of California at Los Angeles*

The political news from Spain will be found in a separate article on page 140.—Editor.

**S**PANISH AMERICA began in the Hall of Ambassadors in the Alhambra, when in January of 1492 Columbus appeared before the Reyes Católicos, presented his petition, made his amazing stipulations, and was sent away empty, sad, and angry. For it was Isabel's second thought, meditating that interview, which resulted in the Capitulations of Santa Fe and their mighty con-

sequence.

There is a new book about Isabel la Católica, a striking portrait of a wonderful woman and a vivid view of her times. And what times! A more hopeless plight than twenty-three-year-old Isabel's no statesman ever confronted. But the reader cannot pity Isabel, nor anyone so buoyant and so certain of the will of God. In the fifteenth century the will of God was known much better than it is at present, and none but the most sym-

pathetic among us can imagine the utter faith that directed every act of Isabel's genius. Such sympathy is that of her latest biographer, William Thomas Walsh.

It has seemed to the author of *Isabella of Spain* (McBride, New York, 1930) imperative "to follow the sources objectively and let them speak for themselves as far as possible; because, strange as it may appear, the life of Columbus' patron and America's godmother has never been told completely and coherently in our language." But it may seem to some of his readers that Mr. Walsh has not been thoroughly objective; to me it appears as yet impossible to be so, because in the study of this reign there is still too much stress on not Isabel but la Católica. Walsh very properly rejects certain impetuous conclusions of Irving, Prescott, Lea, Llorente, Sabatini, and others who have given us what ideas we have of Isabel, Fernando, their reigns, their relation to the Papacy, the Jews, and the Inquisition; of the feudal lords and the Holy Brotherhood; of Columbus, of the neighboring powers, and of the relation of Fernando and Isabel to each other. He rejects them in part for lack of objectivity, and in part for lack of source material not at the disposal of those historians. I wonder if he rejects them partly also for dogmatic reasons, as undoubtedly some of his readers, I think unjustly, will reject certain conclusions of Walsh, who sharply challenges the anti-Catholic view, and would have done better merely to tell the truth and shame the devil, if any.

For instance, there is a prevalent view that the expulsion of the Jews was a calamity, and an even more prevalent conviction that the Inquisition was an atrocity. These two items have worried Walsh into controversy, which is given undue space in the otherwise marvelously compact 484 pages. Now, a modern historian's findings are presumed to be as uncolored and impersonal as possible; otherwise we refuse to allow that he is an up-to-date historian. Walsh should therefore not be incontinently attacked with no ammunition but the conclusions of the older historians. The most that I should say at this moment is that if Walsh is perfectly sure of his ground he has, by giving disproportionate space to evidence supporting his view of the Inquisition, raised the suspicion that perhaps he is not so sure. But I do not believe he has written with bias; he has, however, given the appearance of it.

It would be well for those that think he has so written to read Aubrey Bell in the current *Revue Hispanique* at pages 528 and following, on "The Renaissance and the Counter-Reformation," whereupon they may regard him as even understating the relative clemency of the Inquisition in its Spanish form. Let me quote a few words:

"In the reign of Philip II, in the generation that followed the Council of Trent, Spain gave birth to some of the loveliest creations in literature produced in any age or country, by their sheer loveliness proving that there was a strong cult of beauty, a fervent artistic sense in Spain, and that the spirit of the age, the age of the Inquisition, of the Counter-Reformation, was not incompatible with the spirit of the Renaissance . . . The very widespread idea that the Counter-Reformation and the Inquisition destroyed Spanish intellectual independence cannot survive a careful and impartial examination . . . No distinguished man of science, letters, or art was burnt by the Spanish Inquisition as great men were burnt outside of Spain, in England, at Geneva, in France, Italy, and Germany . . . Mariana's *De Rege* was publicly burnt in France, not in Spain . . . Criticism of even the administration of the Church was not by any means uncommon, openly expressed under the author's name, and with impunity." In the parts I have skipped are copious illustrations, some of them of a boldness which would, *mutatis mutandis*, possibly land a Californian in San Quentin.

The answer to the foregoing might be that it concerns a period later than Isabel's. But it is also true that the most frequently quoted charges of Hume and others have mainly to do with the period just after the Council of Trent. To be fair to Isabel's period one must examine the earliest years of the Inquisition.

However all this may be, Walsh's book is too able and brilliant to overlook; it is a fascinating story excellently told, and the chances are that it readjusts the history of that great reign more clearly to the realities than has heretofore been done. It is indeed a fascinating story, and in it many things that have puzzled us become clearer, such things as Isabel's seemingly impossible conquest of anarchy and famine, her winning over of an arrogant nobility strongly entrenched, her creation seemingly out of nothing of credit, stability, and royal power—all these things accomplished in tactful and



loving cooperation with her able consort and in view of his own delicate and perilous problems in Aragon and abroad. What a story! Isabel stands forth more glorious than ever, even in girlhood, when, alone with her valiant young brother and the devoted Beatriz de Bobadilla, isolated at the court of her debauched half-brother, surrounded by the most horrible vice, sustained by the Faith instilled by her noble-hearted mother and by a compound of virtues mysteriously blended from ancestral conquerors, crusaders, and canonized saints, the princess avoids every loathsome entanglement. Crisis after crisis she meets undismayed. And so throughout her life: she passes through the deadliest danger, the most desolating grief, to accomplishment and victory. It is a thrilling story of a prostrate people lifted up by a royal genius, herself exalted by a mighty will which she felt to be the will of God, the story of a united Spain, the hegemony of Europe, the rescue of the Western world from the Moslem.

"To complete the reconquest, Christian Spain had need of political unity under a strong leader . . . But there was no such fundamental unity to build upon in Spain, where the Jews constituted a powerful minority resisting all efforts at assimilation . . . How to fuse elements as immiscible as oil and water into a unity capable of resolving chaos into order and of pushing back to the Mediterranean the western salient of the mighty battle line of Islam . . . was a task which, if at all possible, demanded constructive genius of the highest order. By some mysterious ordering of circumstances, by a falling out of events more romantic than fiction, it was committed to the hands of a woman."

\* \* \*

"More romantic than fiction." No one reads a good biography without making that comment. But in the best fiction the "falling out of events" has much in common with biography, and with history also. All three merge in each other here and there, with little to mark the crepuscule. There is, indeed, one component found in each of them, but particularly necessary to good fiction; it is what we call "form." If history and biography may be recorded with little of it, good fiction is always attentive to form. The greatest of novels, widely meandering, nevertheless has distinct form; even the episodes of *El Curioso Impertinente* and the rest do not disturb the balance of the *Qui-*

jote.

The "problem novel" is of the type that oftenest falls short for lack of form, generally because the author is not first of all a novelist. A recent example is *La Bella Intrusa* (Toulouse, 1930), by Max Ríos Ríos, of Columbia University, for whom I have a high personal regard which embarrasses me in the strictures I have to make as an honest reviewer. The problem is the old one of conflicting creeds within the marriage relation. The style is distinguished, the treatment delicate, impartial, and thorough; the Catholic wife, the free-thinking husband, their struggle to reconcile the irreconcilable, are all considered with sympathetic insight. But the novel is swallowed up in the essay, an admirable meditation on the relation of religion to living. But in a true novel it is the reader who should do the meditating; the author's reflections should have preceded the first page; within the story they should be transformed into action, with only such comment and scene-setting as contribute directly to the action. That Señor Ríos Ríos could manage a story thus if he thought well of it is not to be doubted, for in this very book are some excellent examples: Chapter six, portraying a certain type of village life from whose deadliness the hero escapes to New York, is terse, comprehensive, and vivid; if "*la bella intrusa*" (dogma) were likewise treated the result would be wholly admirable; and I trust that Señor Ríos Ríos will see fit to write something for us from this angle.

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Another kind of departure from form, frequent in Spanish America, is loosely attached local politics. In *Las impurezas de la realidad* (Barcelona, 1931), José Antonio Ramos (and again I am embarrassed by my high personal regard for the author) has raised one of his characters from a provincial attorney to a senator by way of much Cuban politics; both the political advancement and the politics itself are but obscurely set forth and still more obscurely related to the problem of the novel. Again, there is a very engaging rascal who promises to figure importantly but unaccountably drops out. Such loose attachments do the story no good. Moreover, the theme is a treble one; first there is the terrible but inevitable injustice that pursues even the most innocent born out of wedlock; second, the inevitable cruelty that pursues a girl, particularly a beautiful

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girl, of partly negro blood; and, third, the awful fate of beauty accidentally reduced to repulsive ugliness. These three tragic situations are more than enough; irrelevancies should not adulterate an already overburdened narration and disperse the force of the tragedy. A good novel from Cuba is always welcome, and I beg Señor Ramos not to think me captious in expecting something better from him before long, something comparable to his splendid romance *Coaybay*, which obtained for its author the Premio Minerva of Havana in 1927.

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When we come to the plot novel, the foregoing considerations have no necessary place. If the plot is the chief thing, it will not be encumbered with foreign matter. An unusual example of this type has the double, I should say the quintuple, attraction of a remarkable plot and four authors narrating it jointly. They first agreed on the outline of the entire story, then took turns at filling it in. A. Hernández Catá begins *La Diosa No. 2* (Madrid, 1931) with joyous wit, decorated with such phrases as "el gran caricaturista Tiempo" and "se fué al otro mundo embarcado en una pulmonía"; José Francés takes the plot along another stage; Concha Espina, who originated the scheme and the theme, follows. (Concha Espina, by the way, in a personal letter to me of August 22, says: "... la cuádruple colaboración de autores no es de mi gusto.") And the tale is ended by Alberto Insúa. Very briefly, the plot is this: Two acidulated sisters emulate early Boston in hounding incautious youth; María-Paz is a prize victim because she is so pretty and sensuous; but she marries her sedentary lover (who calls her "la diosa No. 1") and lives virtuously until she meets the cave-man, who is anything but sedentary; her studious husband (a professor of mathematics) conveniently absents himself in Chile, and María-Paz takes the broad hint of Aphrodite; unfortunately she meets the old harpies on the street some months later, fears they have noticed her changed figure, goes to their house to beg impossible mercy, and later to Paris to have her child; she returns before her husband, and ere long dies from causes unstated; the cave-man meanwhile has done what he could for the baby, who appears on the Madrid scene as a nineteen-year-old pianist of renown; the widowed professor, rich with Chilean gold, returns from Amer-

ica, falls in love with her art and with her, and proposes marriage on learning of her love for him; the harpies, who have left the professor in peace, now have their fun with the girl, but Aphrodite again steps in and heads off the Erinnyes; the pianist ("la diosa No. 2") and her mother's widowed husband, untroubled by the Oedipus complex, marry and live happy ever after!

Now, two of these authors are friends of mine (I seem to be knocking my friends to-day), but all the same I am going to scold them and their collaborators a little, and beg them all to take it in good part. My complaint is that when authors with whole shelves of books to their credit, like each of these four, undertake as tall a tale as this, their first care should be to reduce the extreme unlikeliness to verisimilitude; either that or frankly join the company of Baron Münchhausen. As they have not done either, they remain in territory where they may properly be criticized for leaving gaps that should be bridged; the reader cannot be expected to wade across. For instance, is it at all likely—I ask my fellow professors—that a Spanish mathematician, however he may rival Einstein, should become so rich from his figuring that he can live as lavishly as a pork-packer? The professor had to be got rid of, certainly, in order for the cave-man to have his way; so the professor is invited at a (for a professor) stupendous salary to put Chile on the higher educational map. I've suspected for some time, in spite of the violent press dispatches, that Chile was rolling in gold and nitrates, but I cannot imagine a Chile that would pick out a Madrid mathematician to reorganize her whole educational system at a power company president's salary. The Ins value their jobs too highly to face certain defeat in next month's revolution for such a negligible cause. Shade of Don Andrés Bello! But no matter—it has to be so in order to make the story "come out right." Or, does it? Why not, rather, be less hasty about getting into print and give more time to the finishing touches?

Perhaps you will seek to undo me, as to the remark about Chile, by citing Colombia's recent employment of Prof. Kemmerer of Princeton University to reorganize Colombia's fiscal system, and other examples of a pleasant South American habit of calling in financial experts from yanquilandia for their financial advice. But this is hardly analo-

gous; calling in an expert in extragalactic mathematics to reorganize intraclaustal pedagogics is rather different.

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"Human nature is such that we prize a thing more highly and therefore retain it more thoroughly when we think we ourselves have discovered it." I quote this from the preface to a little new book, the most artful and promising of its kind I know of, *Beginning Spanish*, by Professors Sparkman and Castillo. (The University of Chicago Press, 1931). Colley F. Sparkman is dean of the Mississippi State Teachers College and Carlos Castillo is associate professor of Spanish at the University of Chicago. The sentence above quoted explains their insistence on what we call "recognition"; that is, the discovery for oneself, by its use in a sentence, of the grammar and syntax of a word, and training oneself, through successive sentences, to master all its bearings. The quotation also explains the departure of the authors from the prevalent technique in another particular, namely their use of the bilingual text, which is the other half of the recognition method.

There is another excellent feature: the vocabulary is very limited. I have in these columns more than once protested against the discouraging swarms of words, words, words, which the victims of grammars are plagued with. These authors have carefully used over and over a few words, allowing the happy student to keep his attention on the sentence and hence "get somewhere," not remaining forever enslaved to vocabulary. These sensible men know the vocabulary will take care of itself if given half a chance; words in lists are worthless; nobody learns them that way except under the magisterial rod; and nowadays we no longer mutter "la palabra con sangre entra" the while we whack young flesh; we now say, "la palabra con la frase entra."

This is not to say that we coddle the youth or that this book coddles them. The most stubborn dominie will find the usual parades of conjugation, etc. But afterward, where they belong. After you have learned, because you could not help learning, the meaning of "corre" in "un perro grande corre tras una libre pequeña," you as easily spot it in "corro, corres, corre." To teach backward, conjugation first, has long seemed to me stupid, and I am very glad to recommend a beginning book that goes ahead,

como Dios manda, and not astern.

This book, moreover, has been thoroughly criticized by the teachers of Spanish in the Los Angeles city schools, after use in preliminary form; their approval after such a test should weigh heavily with those who are casting about for a book that works: First the sentence, accompanied by a translation; then the grammar; then, when a sufficient vocabulary and syntax have been acquired, reading, without the help of a translation. This sensible scheme (as, four hundred years ago, it was so successfully applied at Salamanca) is here applied, I think, with skill; teachers of the Sparkman and Castillo *Beginning Spanish* can sleep o' nights.

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Here is bad news, taken from the back cover of volume 80 (Dec., 1930) of the *Revue Hispanique*: "La mort du regretté Directeur [R. Foulché-Delbosc] de la *Revue Hispanique* survenue le 3 juin 1929, oblige la Hispanic Society of America à interrompre la publication de la *Revue*. Le présent volume termine la publication d'articles déjà en cours d'impression en juin 1929. Le volume suivant (tome lxxxi) viendra clore la série de la *Revue Hispanique* commencée en 1894 et sera dédié à la mémoire de M. Foulché-Delbosc."

This is the heaviest loss of its kind that students of Spanish and Portuguese history, literature and language, have suffered. For nearly forty years the *Revue Hispanique* has, in its field, been the richest reward of all reading in current periodicals. When Foulché-Delbosc founded the *Revue* he was a surprisingly young man to have attained the scholarship he even then possessed; his beard helped to equalize the disparity to the eye, but his vivacity and alacrity assured him a youth as long as his life, a life which was brimful to the last. It is to be hoped that the promised volume 81 of the *Revue*, devoted to its founder, will not be the only monument of its kind. The best would be a literal interpretation of the "interrompre" of the above notice, and a resumption of publication at an early date under the ablest available editor. The Hispanic Society could hardly do anything equally grateful to those who have long delighted in the *Revue Hispanique*.

The current volume contains two studies

by Aubrey Fitz-Gerald Bell: The first, of 333 pages, too modestly called "Notes on the Spanish Renaissance"; the second, of 65 pages, on "The Character of Cervantes"; Paul Langeard describes "Un roman picaresque inédit" by Gregorio González, *El Guitón Honofre* (1604), which he chanced to find "devant la porte d'un brocanteur parisien." The number concludes with a long review by A. Lenz of Ludwig Pfandl's *Geschichte der Spanischen Nationalliteratur in ihrer Blütezeit*, of which the reviewer says: "Nous nous trouvons devant un ouvrage qui mériterait de devenir classique, non seulement à cause de son intime connaissance de la littérature espagnole de cette époque dans ses moindres incidents, mais surtout parce que cette foule de détails n'a pas caché aux yeux de l'auteur les grandes lignes qu'ont suivies les courants moraux et intellectuels de la littérature espagnole des xvi<sup>e</sup> et xvii<sup>e</sup> siècles . . . Tel est ce livre fascinant . . . Riche de l'expérience d'une vie dévouée de la façon la plus désintéressée au culte de l'hispanisme, basé sur une impressionnante érudition, il représente un genre de livre qui devrait être plus fréquent." This 24-page review can be profitably read in connection with Bell's *Notes* above mentioned.

If the *Revue's* catalepsy is a major harm to the dissemination of Spanish scholarship, the splendor of its final numbers will long be remembered and their riches long serve all that aspire to a just view of Spanish letters in the sixteenth and seventeenth centuries. The weight and worth of Mr. Bell's studies in the December number are too great for appreciation in any brief notice; they are graceful and lucid as well as weighty, and they form the most valuable and readable contribution I have seen for a long time, three hundred pages within which not only the vast learning but also the errors or oversights sometimes found in our most cherished historians are martialled, examined, and rejected or supplemented. Attention is called to the "strange and various, usually unintelligent and adverse" modern opinions concerning the Renaissance in Spain, and these are refuted, or even confuted, with a multitude of witnesses showing "that the Renaissance in Spain was as vital as elsewhere, that it lasted longer in Spain than elsewhere, because it had a broader, democratic basis and was practical and constructive, making no violent break with Scholasticism and the Middle Ages."

To suggest the scope of the study, I may say that its index fills eleven pages. No phase of life, religion, or art is overlooked in this history; to quote from it would be to note a few outcroppings of a rich mine. I merely urge everyone to read it.

I may mention, by the way, Aubrey Bell's manual of *Contemporary Spanish Literature*, invaluable in the classroom (New York, 1925).

The celebrated Directeur of the *Revue Hispanique* and the President of the Hispanic Society were not only collaborators but deeply attached friends. When Dr. Archer Huntington, the real founder, patron, and financial prop of the *Revue*, revives it, let us hope that among the men he considers as the possible new directeur, the names of Aubrey Fitz-Gerald Bell, Salvador de Madariaga, and Ludwig Pfandl will be found on the list.

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In a quite different field and of a more restricted importance, the promised revival of *Mexican Folkways* is excellent news. In the June letter I spoke of its suspension, and in August received a note from its editor, Frances Toor, in which she says: "I am now planning definitely to start up *Folkways* again in 1932. Diego Rivera has promised me one number and . . . I am very well again and so cannot let *Folkways* die yet." Congratulations to the valiant editor! And to all that enjoy Mexican art beautifully reproduced, accompanied by authoritative articles on the scenes and customs of Mexico. One publication of this press which all should have, certainly all teachers of Spanish, is the *Cancionero Mexicano*, with music arranged for piano and guitar; it contains eighteen songs from various parts of Mexico and of various kinds. Send your check for \$1.25, the price of the song book, to *Mexican Folkways*, Apartado 1994, Mexico City.

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The noted Mexican artist above mentioned, Diego Rivera, who recently completed the murals in the San Francisco Stock Exchange, will conduct some courses at next year's Summer Session of the University of California, as a member of the faculty of Arts.

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Closely related to Mexico in one or more articles of every number is *Touring Topics*, published at Los Angeles by the Auto-

mobile Club of Southern California. Its editor, Mr. Phil Townsend Hanna, took charge of it some years ago when it was hardly more than the Club's bulletin and rapidly expanded it to importance for its valuable articles reliably compiled and excellently illustrated. Mr. Hanna has set a high standard which every number comes up to; some of the articles result from research as long and exhaustive as any of their kind anywhere. Some relate to pioneer history and biography of the Western frontier, and, though the magazine is mainly devoted to modern California's trails and roads and travel over them, and to its wild life, Mexican relations with the old Californias also receive frequent attention. Mr. Hanna is a born editor and has attracted to himself a staff of competent writers and illustrators. The September number of *Touring Topics* is particularly notable, giving special attention to the Los Angeles of 1781 and from then on down—a thriller. Profusely illustrated and skilfully edited, it is an entirely admirable number.

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"Resurrecting the lost art of the Guadameciles" is the title of an article by Barbara E. Scott Fisher in the *Christian Science Monitor* of September 1, and concerns that gilded and tooled leather which over two centuries ago went the way of so many beautiful things, except as it survived in a sort of cordovan or cordwain. Mrs. Mary Ware Dennett fell in love with it in Venice and by good chance secured a few pieces which became the basis for her experiments and led to the rediscovery of the art, introduced by the Moors into Spain and spreading thence into an important European craft. Mrs. Dennett searched the libraries until she found *Notes on Cordovan Leather*,

by Baron Charles Davillier, translated from some Venetian who wrote in 1564; with this and the sample pieces obtained in Venice, she began her experiments and finally came upon the secret, which she describes thus: "The process consists in covering the carefully prepared leather with silver leaf, on which the colored pattern is printed by hand blocks; a varnish is then applied which the silver changes to the color of gold; the surface is finally tooled by means of small dies, giving it life, texture, and light and shade." This does not sound as formidable as it is, but the long practice and great skill required was only an added incentive for Mrs. Dennett, a most courageous woman in great things and small. The singular beauty and remarkable permanency of guadameci (or -cil) make it an unsurpassable decorative covering for a wall, a box, or what not, and for centuries it was so regarded in Spain, where the craft was minutely regulated by law, as in Barcelona, where the demand was large for church and fine mansion and where no one could exercise the craft until after a three-year apprenticeship, examination and license. "Where a piece of work has been falsely done, it shall be burned." There's food for 20-century thought in that. And it is most hopeful to know that here and there some old handcraft is reviving, as this one in the hands of Mrs. Dennett, one of those rare persons whose vision of both past and future is inspiring. Her successful work in behalf of saner social conditions is well known, as will soon be her latest book, *The Sex Education of Children: A Book for Parents* (New York, 1931). Mrs. Dennett's home address is at 81 Singer Street, Astoria, Long Island, N. Y.



## CORRESPONDENCE and COMMUNICATIONS



### News from Spain in the Daily Press

S. L. MILLARD ROSENBERG  
University of California at Los Angeles

The revolution in Spain has no precedent for sobriety and intelligence and fires the smallest spark of imagination. Certain features preface the summer's drama. We first distinctly see it

coming in the teachings of Francisco Giner de los Ríos, the writings of Miguel de Unamuno, Angel Ganivet, José Ortega y Gasset, and others, several years before 1898; appeals to the intellect, urging, indeed, in most cases, the suppression of passion and partisanship, though some of the Catalans were not so restrained. The preaching, most happily, was not in the desert, where Jovellanos and kindred souls had preached. Spain listened, at last, and a

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whole people was slowly educated; leaders of thought became leaders of action and apathy disappeared. A revolutionary program was hastened to popularity by eight years of dictatorship and the war in Africa. The program was forced into execution sooner than intended by precipitate action at Jaca in December, and the government's violence there showed the futility of further parley. The murder of two officers was transformed into martyrdom, and the country, if not already a unit, instantly became so, and the subsequent imprisonment of conspicuous republicans enforced upon the incarcerated leaders a fruitful leisure during which they perfected their organization and rehearsed the preliminary announcements and legislation. When they came to trial, the government, forced by its wisest counsellors, refrained from extreme penalties. It also allowed an election in April, possibly believing the result at the polls would stave off the evil day. The result was a surprise even to the republicans, but they were ready, and the provisional government, elected in May, instantly proceeded to already established headquarters and at once received the king's emissary. Not a bombastic word on either side. Provisional President and Monarchist Ambassador were old friends. The king's representative bowed to the gently expressed but uncompromising requirements. An hour or so later, in consultation with his ablest ministers, the king vanished, and Don Alfonso de Borbón began packing his trunk.

The Provisional Government meanwhile went on its way. Mark two of its first acts: Provision for 27,000 new schools, and drastic reduction of the general staff of the army. Other decrees were equally enlightened. And nothing more clearly shows the solid support of the country than the army's cheerful acceptance of curtailment and its loyal adherence to the new régime. Nor was there ever a populace, though wild with exultation, that expended its joy in such innocent uproar. Not a single destructive act by official order, and those of the people were not only directed solely against property, and provoked by real grievances, but all were delayed till the doomed buildings were vacated and human life in safety. Violence soon ceased; people went about their affairs, and President Zamora and his Ministry settled down to severe labor, smoothing the way for the Constituent Cortes that met on a July 14 far nobler than that of 1789.

We have no space for the glitter and pomp of that day, with its brilliant procession, republican decoration, and the filling of the seats by veterans and raw recruits. Let us quote Francisco Lucientes' report in *El Sol* of the first official step: "El tumulto se cuaja en un silencio emocionante. Alcalá Zamora extiende las manos, yergue el torso y agita la cabeza, que es blanca y es roja, como un incendio en la nieve. Su voz, segura, dominadora, arde. En ocasiones, una pausa luminosa, un silencio. Cuatrocientos hombres en pie aplauden y vitorean."

#### ZAMORA'S VALEDICTORY

El orador sigue: "...El pasado es una audacia que puede volver..." Hay quietud de encantamiento.

"...Para mí, señores diputados, para el Gobier-

no en su conjunto, la revolución triunfante es la última de nuestras revoluciones políticas, y la primera—que quisiéramos fuera la única—de las revoluciones sociales que abre paso a la justicia." (Grandes aplausos.)

"... Los hombres que se presentan ante vosotros con las manos limpias de sangre y de codicia no las traen vacías, porque os aportan dos cosas: la República intacta y la soberanía... Dirá alguno que plena es toda soberanía. En el papel, sí; en la realidad, no. En la realidad, soberanía más plena que la de este Parlamento no la conoció ninguno. Soberanía, señores, libre de toda influencia tutelar extranjera... libre de otra influencia la más innoble, la del capital que acude brindando un auxilio que representa la hipoteca económica del país... libre, señores, de todo caudillaje militar, pues en el Ejército la República tiene soldados seguros, servidores leales, protectores innecesarios; dominadores, imposible; rebeldes, inverosímil; Ejército y Pueblo en España no admiten el distinguo... Soberanía, señores, libre de oligarquías políticas, libre de caudillaje político. Porque este Gobierno es todo él heterogéneo, incapaz de producir un caudillo..."

"De suerte que ésa es la soberanía plena y ésa es la República que os entregamos. Vosotros tenéis que rehacer, con rumbos nuevos, roto el hilo de la tradición, la escultura constitucional de España. Sed dignos de recibir la gratitud de la patria y de gozar la paz de la propia conciencia."

Treinta minutos. España ha oído su acta de nacimiento. La República, firme y una, está en pie.

Don Niceto, tímido, con un aire de abuelo feliz, los ojos mojados, se doblega ante la tronada del aplauso...

El verbo de España. Ahora, la fuerza de España.

#### BESTEIRO'S SALUTATORY

"Señores diputados: Hoy ha realizado España un acontecimiento que será recordado constantemente... No se me ha otorgado una merced sino que se me ha impuesto un deber, de cuyas dificultades me doy cuenta... Nuestros deberes son atender a los preliminares hasta la definitiva constitución del Congreso. Esta etapa, en la tradición parlamentaria española, ha sido siempre difícil. Espero que daremos al país el ejemplo de que sabemos superar las dificultades supeditando los impulsos personales al interés colectivo. Ello será más fácil en esta ocasión porque jamás en unas elecciones ha resplandecido la limpieza como en éstas..."

The great problem of the Cortes is regionalism, extended even to independence in some demands. This number of the FORUM could be filled with the summer's comment, but we must confine the subject for the present to the following, and take up the proceedings of the Cortes Constituyentes in the next issue.

#### REPUBLIQUETAS

Says D. Miguel de Unamuno:

"Un conglomerado de republiquetas no es nada universal si no se eleva a imperio. Y no achique-mos 'nación' a un sentido lugareño.

"¡Lo que apasionan estas liturgias! Pues hay una España con ñ, otra Espanya con ny, y hasta

he leído en un escrito gallego una Hespaña, por no atreverse a escribirlo del todo a la portuguesa: Hespanha.

"En el llamado 'antiguo régimen' se llegó a decir que la patria y la Monarquía eran consustanciales; y en este llamado 'nuevo régimen' se empieza a pensar que son consustanciales la patria y la República. Y todo esto de la consustancialidad no es más que mitología, teología, y ateología.

"No; no se puede sacrificar España a la República. Ni vayamos a caer en supersticiosas prácticas litúrgicas y mitológicas. Y este otra tricolor, roja, gualda, y morada, ni sé quien la inventó ni cuándo, ni me importa mucho saberlo. Es asunto de familia. Zapatos nuevos para niños.

"¿Qué hambre de soledad, Dios mío, qué hambre de soledad en que entonarme en mi Ciudad de Dios española, la de nuestro abolengo universal, la que está acaso gestando nuestros nietos universales, de cuando se nos haya caído esta sarna de resentimientos lugareños que nos corroe, este bocio de aldeanerías inciviles!

#### NAVARRA ES ÚNICA

D. Ramón del Valle-Inclán:

"Lo que ocurre es que en Madrid se desconocen en absoluto los problemas de las distintas regiones que constituyen España. Este desconocimiento hoy está más explicado que nunca, ya que hemos estado ocho años sin Cortes y sin representantes de las provincias en la capital de España. El problema, por ejemplo, de Galicia es completamente opuesto al de Cataluña, y por consiguiente debe ser resuelto con un estatuto distinto, no mediterráneo sino atlántico. Cataluña tiene necesidad de un arancel que favorezca su industria, y Galicia necesita la creación de un puerto franco en Vigo y la supresión de todo arancel. España es, considerada históricamente, una federación de hecho, donde hay regiones, como Navarra, de las que deben tomar ejemplo todas las demás. Navarra es única en la historia no ya de España sino de todo el mundo. A través de los siglos ha conservado su independencia, su personalidad, y su vida próspera y feliz, sin contar con protección oficial alguna. Y eso que Navarra no tiene mar y cuenta con poquísimas minas."

#### LA DOLOROSA REALIDAD DE CATALUÑA

Under this heading, *El Sol* (Unitarista) of August 18 quotes the editor of *La Nau* of Barcelona, Señor Rovira y Virgili, "the most vigorous molder and leader of Catalan thought," and quotes him especially because "his honesty makes whatever he says of great importance." Señor Rovira says:

"If the draft of the Spanish Constitution, Title I, is correct as published, future regional autonomies are prohibited from federation or union with each other. This means that they [the Congressional committee] have set up regionalism against true nationalism, and expect to prevent political organization of nations within the federation or confederation. We believe that the Catalan and the Basque deputies will oppose this move. If they fail, the door will be closed against political union of Catalan territories. Cataluña Magna,

territorially speaking, will then be unable to unite politically with the people of Iberia. The same will then be true of Navarra's union with other Basque territories."

"Señor Rovira y Virgili, like so many other Catalan publicists," observes *El Sol*, "thus distinguishes between nation and region. He rejects regionalism, which even the Unitarists countenance, and espouses a militant nationalism. And in this he but reflects the spirit of Cataluña. On another occasion he made this still more significant remark: 'The Unitarist argument [for a single government] has been used against Ireland, Poland, the Balkan states, and against Cataluña.' Read this again and meditate it well. Observe that what Cataluña demands is sovereignty; that is, independence. In view of such an attitude we cannot honestly refuse to see the sad reality."

The provisions alluded to in Title I are Articles 6, 7, and 8; and the one directly attacked in Cataluña is Article 8. These articles as reported from the committee to the Congreso are as follows:

Art. 6. Si una o varias provincias limítrofes con características culturales, históricas y económicas definidas acordaran constituirse en régimen autónomo para formar un núcleo político administrativo, dentro del Estado español, redactarán el correspondiente Estatuto con arreglo a lo establecido con el artículo 7.

Una vez aprobado dicho Estatuto, será ley básica de la organización político-administrativa de la región autónoma, y el Estado español lo reconocerá y amparará como parte de su ordenamiento jurídico.

Art. 7. Para la aprobación del Estatuto de la región autónoma será precisa la concurrencia de las siguientes condiciones:

a) Que lo proponga la mayoría de sus Ayuntamientos o, cuando menos, aquellos cuyos Municipios comprendan las dos terceras partes del censo electoral de la región.

b) Que lo aprueben, por lo menos, las dos terceras partes de los electores inscritos en el censo de la región. Si el plebiscito fuese negativa, no podrá reproducirse la propuesta de autonomía hasta transcurridos cinco años.

c) Que lo apruebe el Parlamento.

Los Estatutos regionales serán aprobados por el Parlamento siempre que se ajusten al presente título y no contengan preceptos contrarios a la Constitución y a las leyes orgánicas del Estado.

Art. 8. En ningún caso se admite la federación de regiones autónomas.

#### NOTABLE REMARKS

"De todos los antiguos políticos, el único sincero, sincero a última hora, lo ha sido Romanones. Sí, señor." (D. Ramón del Valle-Inclán.)

Note. Don Ramón will soon publish *Anales de nueve días*, announced as "la historia más interesante, anecdótica, y veraz de todas las que han intentado escribir acerca de la caída de la Monarquía."

"La universidad española, como institución, es una magnífica farsa. Existe un defecto capital que borra todos los demás: mientras no existan sueldos de profesores y ayudantes no sólo decorosos sino espléndidos, y una consignación amplia

para material, es inútil todo." (Dr. Enrique Vázquez López, histologist, Residencia de Estudiantes.)

Among the thousands who welcomed Ambassador Del Vayo to Mexico at Puebla was a woman who shouted "Viva el Rey!" The ambassador shouted back: "Si, señora; vive en Fontainebleau."

"La República tiene como una de sus principales misiones satisfacer los anhelos de los oprimidos, y a ese fin noble he de cooperar en cuanto a mí afecta dentro de la esfera de esta Dirección. cuyas puertas están abiertas para todo el que tenga algo que decir. (Srta. Victoria Kent, diputada a las Cortes y Directora de Prisiones.)

"I recommend to all Spaniards to keep cool and avoid violence. If the national will declares for a republic, I beg all Monarchists to collaborate in the vast work of constructing a new Spain. We speak especially to those who may be secretly concocting sinister schemes." (Don Jaime de Borbón, son of the last Legitimist pretender, Don Carlos VII, in a manifesto in April. He died October 2, in Paris.)

"Eminentísimo señor: Tengo el honor y, por la ocasión y tema, el sentimiento de contestar la comunicación que se ha servido V. E. dirigirme. Mi respuesta será respetuosa, serena, y firme, conciliando sin dificultad todas las deferencias que deseo guardarle y todos los deberes que sobre mí pesan.

"Lamento con plena sinceridad—y la expresión de mi sentir refleja no ya un criterio personal sino el del conjunto del Gobierno—que no haya sido posible, respecto de V. E., mantener la relación normal que, por fortuna, venimos sosteniendo con la casi totalidad del Episcopado español..." (President Zamora to Cardinal Segura, June 17, on the Primate's attempt to return to Spain after his flight.)

"Eso de que hay que mantener constantemente en alto la antorcha de la libertad no es ya para mí. Me canso de tener el brazo en alto. A la estatua de Victor Hugo, con su brazo derecho en alto, le puso el artista debajo un soporte. Yo ya no estoy para hacer de estatua." (Miguel de Unamuno.)

"Hace algún tiempo coincidí con Don Alfonso y el general Primo de Rivera, y pude oír que el segundo decía al Monarca: 'Mientras yo viva, no habrá Cortes.' Y recordaba entonces la frase de un sacerdote a quien perseguía el Cardenal Mazarin, y llegó a decirle: 'Mientras que yo viva, usted no será nada.' El sacerdote, humilde pero irónico, le contestó: 'Esperaré, señor, esperaré.' Pues bien, yo he esperado, y en las Cortes estamos." (José Sánchez Guerra.)

#### SIDE LIGHTS

A delegation of prominent Moors, robed in their native white costumes, visited Madrid to felicitate the new Government.

The speeches and applause of the Cortes Constitu-  
tuyentes at the opening session were broadcast to the world—the first revolution by radio.

By mistake, the first flag raised over the Gobernación, by unaccustomed republican hands, was that of the Monarchy.

During the inaugural procession, a woman turned to a bystander and inquired: "¿Quiere usted decirme quién ha muerto?"

"De la Cámara han desaparecido las chisteras y

las levitas y han surgido las blusas y las chaquetas."

#### BRUNO ALONSO

Many members of the Cortes saw a city for the first time when they came, with childlike simplicity and goodness, direct from the train to the door of the Congress. A reporter selects one to portray:

"A Bruno Alonso lo envían los socialistas de la Montaña. Trae el rostro con barba de miércoles, y trae una camisa de las de 'hasta el sábado,' con el cuello sin corbata. Los ujieres de la puerta le cortan la entrada: 'Eh! Buen hombre... ¿Adónde va?' Y el hombrin, sin replicarles, se busca y se palpa todos los bolsillos. Al fin tropieza con la cartulina maravillosa. Y, después de aletearla con su mano de color del astillero, dice tranquilamente, modestamente, 'Soy diputado.'"

"El episodio resume la categoría de este Parlamento. Asoma por vez primera sobre la sinceridad el rostro bravo de España: bronce de sol, luz de Castilla, habla babélica de acentos fraternales... Bruno Alonso se pierde en la colmena de los pasillos."

#### EL PARTIDO, SOY YO

Unamuno, asked whether he would go to the Cortes as a Republicanosocialista, replied:

"Una vez mi fraternal amigo Indalecio Prieto me invitaba a formar en las filas del partido suyo [General Labor Union] y yo le dije que no, que no soy partido, sino entero. El partido, soy yo. Entonces me respondió Prieto que por qué no formaba yo mi partido; y le respondí que porque sólo podrían formarlo estas dos clases de gentes: o los que a todo dicen que sí y le lamen a uno las manos como un perro, o aquellos otros que me establecerían condiciones y disciplinas. El partido, pues, entero, soy yo solo, completamente solo.

"No hay idea política más viva ni programa más palpitante que el hombre. Si las gentes actuales hubieran conocido a Pitágoras, por ejemplo, y Pitágoras fuese candidato, lo votarían; pero no se le ocurriría a nadie votar las Tablas de Pitágoras. No es cuestión de programas, sino de hombres.

"Ya he visto la tierra de promisión, como la vió Moisés desde el monte Sinaí. Pero Moisés no entró en ella; fué Josué. Ya veo la República: que entren otros en ella. Yo, como Moisés, podré decir, dirigiéndome a Dios: 'Señor: Me habéis hecho envejecer poderoso y solitario; dejadme morir del sueño de la tierra.'"

#### Modified Reading Objective

In making some suggestions for the accomplishment of what we in Seattle call a "modified reading objective" without too great sacrifice of thoroughness and accuracy in other respects, I make no claim whatever to originality or novelty. There is probably not a thing I suggest that has not been used over and over again by other teachers. My only excuse for breaking into print is that I have found these methods workable, productive of results, and that I have never known of anyone using them in the exact combination which I give



here. I am therefore hopeful that what I have to say may prove helpful to some, at least, of the less experienced members of our group.

To begin with, I wish, frankly, to plead guilty of being an opponent of the method of copious translation as a system of learning to read. I believe, and I think I have sufficient grounds for my belief, that the way to learn to read a foreign tongue is by actually reading it and not by laborious word for word translation. The latter process may improve the pupil's English, but it will scarcely get him to the point here he will go to the public library, draw out a French book, and read it for his pleasure, just as he would read an English book.

In the next place, I do not believe that a pupil can learn to read with real understanding and with a feeling for the finer points of the language, without a reasonably good foundation in grammar and syntax, a thorough knowledge of irregular verbs, and rather extensive drill in many common idioms. The question is how to combine these two objectives in such a way as to make the work as interesting as possible and to stimulate the pupil's desire to read.

I believe that a great deal of the dislike of the average pupil for grammar work is due to his failure to understand just what it is all about. The average teacher, and this includes myself, takes too much for granted, and utterly fails to understand how really obscure and unintelligible much of what is presented appears to the average pupil. After a brief and too often perfunctory explanation of material that seems perfectly and childishly simple to the experienced teacher, the pupil goes home to wrestle with exercises and sentences which he only vaguely understands, if at all, and his interest is thereby more or less completely destroyed. I have therefore experimented with a plan which calls for most of the grammar work in class with no outside study on it, or only occasional study after careful previous drill in class. I find that the pupils do this work much more willingly than by the other method; that they understand what they are doing much better; and that the results obtained are more satisfactory from every point of view.

The suggestions offered here are primarily for the third and fourth semesters of French as given in Seattle, but they would work equally well in any semester where the pupils are far enough advanced to do separate reading. The text used in this work is a fairly old-fashioned one, with plenty of good, illustrative sentences in French and a similar amount of material for translation from English. At the beginning of the semester the class is started in one of the classics required in this semester's work, preferably the easiest one on the list. For a number of years I have held that if pupils would read intensively the first fifteen or twenty pages of any small classic, they could read the rest fairly rapidly, much as they would read English, and with but little thumbing of the dictionary. Studies recently published have tended to confirm my opinion and to prove that the average author uses practically his entire vocabulary and idiom in the first fifteen hundred words. With this idea in view the class is asked to adopt this plan, and they read intensively the first part of the text, looking up carefully all the

words needed and trying to master the author's style and vocabulary. The text is read aloud in the original with comment by the teacher and questions by the class. As soon as the teacher feels that this preliminary work has been well accomplished, the pupils read the rest of the text outside of class with an occasional period for discussing the fine points and asking for explanation of difficult passages. The pupils are encouraged to read in the original, translating only unusual idioms or especially difficult sentences.

As soon as the class has started on the extra class reading the grammar work is begun and all the time, except the occasional period noted above, is given to the work in the basic text. The teachers goes over with the pupils most carefully the sentences in the explanatory part of the lesson which illustrate the points taken up, adding others if he thinks necessary. Then the French part of the lesson is read aloud by the pupils after a hasty glance at the quite limited vocabulary, and here again only a few of the more difficult sentences are actually translated in full. After the lesson has been sufficiently developed and the pupils seem to have at least a reasonable understanding of what is to be done, they are sent to the board to do the sentences. Each is assigned one sentence to put on the board, copies the English sentence and then translates it into French with all the helps available in the text. The pupils are allowed to discuss the sentences with one another and the greatest freedom obtains at the board. As soon as this work is finished the teacher makes the rounds and asks for corrections on each sentence, commenting on the idioms and peculiarities and driving home the fundamental principles. A few minutes are allowed for copying the corrected sentences. The next day two or more pupils come to class as early as possible and write the English of the same sentences on the board, and the pupils are asked to write them again, this time without paper or book, and with no talking at all at the board. Surprisingly few errors occur in this second writing and they are quickly corrected with further emphasis on fundamentals. To one who has never tried this, or a similar, method I think the results would prove rather astonishing, as well as the interest displayed by all but a very few of the most hopeless pupils. The writer has never had complaints of grammar work done by this method being unnecessarily tiresome or difficult. In the meantime, the pupils are perfectly content to undertake for outside reading an interesting book, the worst drudgery of which has been done beforehand in class. When the classic is finished a test on it is given and the process is repeated with the next classic.

By the use of this method I have been able to cover more ground more effectively in both the reading and the grammar; the pupils have had time to read independently and in the original, and with no set stint for each day, it being understood that they must keep up about a certain average rate. I feel quite certain that any teacher who has no satisfactory method for combining these two features of the work will find at least some parts of it workable and helpful. Pupils trained by this method have shown good ability to translate when called upon to do so, and have been able to adapt themselves to university methods as well as those

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trained by other methods. And above all, they have shown an ability to read French with pleasure and interest and with a minimum use of the dictionary or the vocabulary. I should be heartily glad to hear from any readers of the MODERN LANGUAGE FORUM criticisms of this method or suggestions for its improvement.

GEORGE B. JACKSON.

Franklin High School,  
Seattle, Washington.

## The International House of the University of Chicago

The International House of the University of Chicago, which will be a center for foreign students, is, according to *The Christian Science Monitor*, approaching completion.

The "House," which rises nine stories in its principal wing and which occupies the width of a city block, is to provide living quarters and club facilities for students from more than fifty nations who are enrolled in thirty-six institutions of higher learning in Chicago.

Though Mr. John D. Rockefeller, Jr., presented the \$3,000,000 fund for the center to the University of Chicago, it is known that the building is to serve students in the other institutions also. Members of the faculty of Northwestern University and the Y. M. C. A. College are on the committee for organization and program. The location was chosen with a view to accessibility for students of other schools. It is on the Midway front of the university near good transportation. Its site is that of the old Del Prado Hotel, which served the university's visitors until it was razed for the present construction.

Chicago's International House will be the third in the country, Mr. Rockefeller having already made possible erection of similar club homes in New York and in Berkeley, California.

Living quarters for 500 students are provided, as well as club conveniences for all of the 2,000 foreign students estimated to be in the city. To enable the American students to participate in the center, provision is made that from 25 to 30 per cent of the residents may be from the United States. Two-thirds of all the residents will be men, according to present plans.

The building is designed to harmonize with other buildings of the university. It is of Indiana limestone in an adaptation of the English Gothic style. In addition to living quarters, it will contain a great social hall, an assembly room, a refectory and rooms for the various national groups.

## Realia Suggestions for French Instruction

The 1931 annual revision of the long list of REALIA FOR FRENCH TEACHING, prepared by Mrs. Alice M. Dickson, Editor of *LE PETIT JOURNAL*, published by Doubleday, Doran & Co., Garden City, N. Y., came out August 15th.

We note additional headings: Industrial and Commercial France, Paris, French money, etc.

As is usual with a list containing many ad-

resses, a number of them change and certain items become obsolete. The 1931 list has been brought up to date in this respect.

Under each of the original headings, new suggestions have been added.

Teachers who have not yet owned this set of suggestions may be interested to note some of the topics covered: *Photographs and reproductions of*: art museums, monuments, current events, etc.; *Postcards* (addresses of dealers, collections, pedagogical); *Slides, Films and Records* (addresses and suggestions, in France and in U.S.A.); *Railroad Posters: Wall Charts and Maps*; *French Provinces* (Books and magazines, patterns for peasant costumes—full size and for dolls—dolls in local costumes, etc.); *Industrial France*; *Paris*; *Medals* (of pedagogical interest); *Flags*; *Le Cercle Francais*; *French Holidays* (suitable for special programs); for *Christmas Programs* (French Christmas and New Year cards, Christmas songs, records and stories); *French Music* (collections of French songs, periodicals, dealers in French music); *Classroom Plays and Monologues* (catalogues, periodicals, etc.); *Le Petit Guignol* (marionettes); *Sources of Information and Addresses for Securing Realia* (in France and in U.S.A.); *Specific Realia Items Obtainable in France and in U.S.A.* (Catalogues, Circulars, Almanacs, Agendas, Calendars); *Games of Pedagogical Interest*; *Books on Games and Sports*; *Educational Publishers in France*; *Paris Commissionnaires* (for ordering books from France); *To Keep in Touch with the Latest French Books*; *French Bibles* (and New Testament); *Books Useful as Classroom Aids* (Argot, Langue populaire, Idiotismes, Geography, French Schools, etc.); *French Periodicals* (suggested list suitable for high school and college reading, dealers through whom subscriptions can be placed); *List of French Pedagogical Magazines*; *Juvenile Periodicals*; *American Modern Language Magazines*; *Suggestions for Stimulating Interest in French*; *General Suggestions for ordering from France*; *International Correspondence*; *Official addresses for French-Speaking Countries* (Belgium, Canada, France, Switzerland); *Addresses helpful to those who plan to study abroad*, etc.

Copies may be obtained by addressing Dr. Stephen A. Freeman, French Summer School, Middlebury College, Middlebury, Vt. (Enclose 35 cents to cover cost.)

STUDENTS LEARN FRENCH WHILE EARING.—The success of the French House of the University of Wisconsin has shown the possibility of students acquiring a real fluency in French without ever going to France, by using the opportunity of speaking it at meals and in natural conversation outside of the class-room, according to Professor C. D. Zdanowicz of the French department, who has termed this method "a most useful adjunct in the training of teachers."

The House at Wisconsin was one of the first to be established at an American university and has already had 13 years of successful use, making it the oldest House of its kind in continual operation in the country. It is under the immediate supervision of the University department of French and Italian, although owned and managed by a non-profit sharing corporation.

## Expert To Study Education By Radio

Appointment of Cline M. Koon, assistant director of the Ohio School of the Air the past two years, to fill the newly created post in the Office of Education, Specialist in Education by Radio, was announced today by the Secretary of the Interior.

Duties of the new Office of Education specialist will be to initiate and conduct research studies of radio as an educational agency; to organize and maintain an informational and advisory service to schools and other agencies interested in the field of education by radio; to become familiar with college and university extension work so that the part radio as a tool may take in this field may be evaluated; and to prepare material for publication on phases of education by radio.

Creation of the radio specialist position in the Office of Education recognizes the growing importance of education by radio. It was authorized as a result of many recommendations, including one of the National Advisory Committee on Education by radio last year, which stressed the need of such a section in the Office of Education.

The newly appointed radio specialist, through his affiliation with the successful Ohio School of the Air, has made many contacts in the radio field which will be valuable to him in conducting this phase of educational activity in the Federal Office of Education. He assisted in directing educational broadcasts which are now heard regularly in approximately 8,000 school rooms.

## Aztec Into English

An illustrated edition of "The Song of Quetzalcoatl," a book of ancient Aztec poetry, using pictures drawn by Aztec artists centuries ago, has been prepared by the author, John Cornyn, professor of Aztec language and literature at the National University of Mexico.

"The Song of Quetzalcoatl," originally published a year ago, contains Mr. Cornyn's translation from the original Aztec to English of hitherto unpublished and virtually unknown relics of past Aztec literature. The meter of the poetry is similar to that of Longfellow's "Hiawatha."

The illustrations include presumed likenesses of the central character, Quetzalcoatl, and other leading figures in the poems, among whom are Titlacahuan and Tounenyo.

## French Vocabularies

The Editor of LE PETIT JOURNAL, published by Doubleday, Doran & Co., Garden City, N. Y., announces a new feature for the term beginning with the October 1st issue.

A series of articles on more technical subjects, such as: moving pictures, motoring, aviation, radio, etc., will appear in LE PETIT JOURNAL. These will give the student a chance to acquire a working vocabulary in subjects in which he or she is interested. Quite a complete, special vocabulary

list for these subjects will be given in the succeeding issue. In each case the following issue will also contain sets of exercises based upon this special vocabulary.

This ought to furnish the motivation of reading material which the pupil would naturally select himself.

Since this subject matter is more or less familiar to the student, these articles will be desirable for silent reading practice, as well as for home assignment.

The same publishers also announce a new supplement of words, idioms and phrases pertaining to schools. This list was prepared by Miss Eunice Goddard, of the Department of French of Goucher College, and is most complete. This supplement will be sent gratis, on November 1st, to each subscriber of LE PETIT JOURNAL, and ought to prove of special interest for classroom daily usage during the year. It is announced that exercises based on this material will appear in the corresponding November 1st number of LE PETIT JOURNAL.

## Notice for Bibliography

"The Fountain of Mystery," an authorized translation of the story by Clarice Tartufari, done from the Italian into English by Fredericka Blankner; appearing in three installments in the current issues of the magazine "ATLANTICA" (New York City), July, August, September. The story was published originally in *La Nuova Antologia* (July, 1919). This is the first translation of Tartufari into English. Her novels and plays have been widely translated into German, French, Russian, Danish, etc. The story was inspired by the fountain group, "The Mystery of Life," by the Roman sculptor, Ernesto Gazzeri, which is now in a park in Los Angeles.

COURSES IN PORTUGUESE LANGUAGE.—Since the University of Wisconsin faculty passed a resolution including Portuguese among the approved foreign languages of the University, the Spanish department contemplates developing as far as possible during the coming year the study of this language, along with a study of Spanish-American subjects, it was recently announced. To courses already offered on Spanish-American Today, and Spanish-American Literature, will be added next year a course on Spanish-American Civilization.

SPANISH DEPARTMENT GETS MANUSCRIPT PHOTOSTATS.—A large collection of photostats of medieval manuscripts has been acquired by the department of Spanish and Portuguese at the University of Wisconsin, it has been announced. The research committee of the University has granted the department sufficient funds to organize next year a research seminary in medieval Spanish studies, in which these manuscripts will be used. Professor A. G. Solalinde will guide the research work.



## ASSOCIATION ACTIVITIES



### ANNUAL AUTUMN MEETING OF THE M. L. A. S. C.

WOODROW WILSON HIGH SCHOOL, TENTH AND XIMENO STREETS, LONG BEACH

Busses will meet the P. E. car at 10th Street

**Saturday, October 31, 1931**

#### Morning Session

- 10:00 GENERAL MEETING—Auditorium, Woodrow Wilson High School.
1. COMMUNITY SINGING in French, German and Spanish, in charge of Mr. F. G. Heslet, Dr. F. H. Reinsch and Miss D. M. Johns.
  2. ADDRESS OF WELCOME. Principal John L. Lounsbury, of the Woodrow Wilson High School and the Long Beach Junior College.
  3. TWO SPANISH DANCES. The California Dancers.
  4. ADDRESS: "An American Student in a French University." Miss Lucy Gidney, Los Angeles Junior College.
  5. GROUP OF SONGS. Mr. Arthur B. Gleditsch, Polytechnic High School, Long Beach.
  6. ADDRESS: "The Articulation of the Modern Foreign Language Work on the Three Educational Levels." Dr. W. J. Klopp, Director of Teaching, Woodrow Wilson High School.
  7. FLUTE SOLO: "Andalouse," by Emil Pessard. George C. Moore, Woodrow Wilson High School. Carol Krafft, Accompanist.
  8. ADDRESS: "A Handful of Spanish." Mr. W. V. Kaulfers, Long Beach Junior College.
- 12:15 LUNCHEON—*Reservations should be made with Miss Dorothy M. Johns, 155 A So. Maple Drive, Beverly Hills, Calif., by October 27th. Price 75 cents.*
1. During the luncheon, music will be furnished by the High School Petit Ensemble, under the direction of Mr. George C. Moore.
  2. BUSINESS SESSION.
- NOTE: THE PROPOSED AMENDMENT TO OUR CONSTITUTION, CONCERNING THE TERMS OF OFFICE FOR MEMBERS OF THE EXECUTIVE COMMITTEE WILL BE VOTED UPON.

All section meetings will be held simultaneously and should begin immediately after the luncheon.

#### Afternoon Session

- 1:30 FRENCH SECTION—Room 108, second floor, Administration Building. Mrs. Bertha D. Goodwin, presiding.
1. ADDRESS: "La France Accusée." Mme. Julia Broquet Boardman, University of California at Los Angeles, Extension Division.
  2. ADDRESS: "A Bit of France in New England." Miss Edna B. Blackwood, Woodrow Wilson High School.
- 1:30 GERMAN SECTION—Room 102, second floor, Administration Building. Dr. F. H. Reinsch, presiding.
1. GEMEINSAME LIEDER: unter Leitung von Herrn C. B. Schomaker, University of California at Los Angeles.
  2. VORTRAG: "Bildung und Scheinbildung in der deutschen Schule der Gegenwart," Dr. Friedrich Georg Bauer, University of Southern California.
  3. GEMEINSAME BESPRECHUNG: "Grundzuege des Lehrplans im deutschen Sprachunterricht," Referenten: Frau Alice Gillmann, Fremont High School, Los Angeles; Herr Meyer Krakowski, Los Angeles Junior College; Dr. William Diamond, University of California at Los Angeles.
- 1:30 SPANISH SECTION—Library, main floor, Administration Building. Mr. Henry Nordahl, presiding.
1. SPANISH DANCE. Evelyn Cline.
  2. ADDRESS: "Intimate Glimpses of the Vanishing Royal Family of Spain." Mrs. Gertrude Adams Fisher, Manual Arts High School, Los Angeles.

### Fourth Biennial Conference of the World Federation of Education Associations

The National Federation of Modern Language Teachers is a member of the World Federation of Education Associations, and was represented at the conference held in Denver, July 27-August 1, by its quota of three delegates. These were Professor E. B. Place, of the University of Colorado, who served as Chairman of the Section of Colleges and Universities; Supervisor George W. H. Shield, of Los Angeles, who was the representative on the Nominating Committee; and Professor C. D. Zdanowicz, of the University of Wisconsin, who was again a member of the Committee on Resolutions, as at the meeting in Geneva in 1929. The Federation was represented at the meeting at Toronto, in 1927, by Professor W. A. Beardsley, of Goucher College. At each meeting the delegates have been impressed by the importance of the gathering, and have so reported to the Executive Committee. Some account of the organization, its purposes and proceedings, may be of interest to readers of the MODERN LANGUAGE FORUM.

The World Federation was organized at San Francisco, in 1923, having as its main objective the advancement of world peace by the cultivation of better understanding among nations through their organized educational bodies. Among other definite aims, to achieve this main purpose, is educational cooperation, to foster the dissemination of information concerning the progress of education in all its forms among nations and peoples.

Some of the vital activities are: The biennial meetings, at which reports of great significance are made and material and ideas exchanged, and acquaintances formed and contacts made with other organized workers in similar fields in other countries; the gathering and dissemination of information by reports, books, etc.; the stimulation of special studies and investigation in different parts of the world; the working out of plans to present to the children and youth of all lands the necessity and means of cooperation and mutual understanding.

There are two classes of membership, full and associate. The first class is composed of associations national in scope; the second of those more limited in character, including state and city associations of teachers, universities, and special groups. Among the first group are found the N.E.A., the American Federation of Teachers, the Canadian Teachers' Federation, Educational Institute of Scotland, National Union of Teachers of England and Wales, Japanese Teachers Association, Chinese National Association for the Advancement of Education, Bund Entschiedener Schulreformer of Germany, Hungarian Pedagogical Society, All India Federation of Teachers' Associations, English Associations of Head Masters, and of Head Mistresses, and of Assistant Masters and Assistant Mistresses in Secondary Schools (all separate organizations), etc. Unfortunately, so far, continental Europe and South America are not well represented, though there are usually individual delegates from many nations

whose teachers' associations are not officially members of the Federation.

The officers consist of president, three vice-presidents, representing other countries, a secretary, and a treasurer, all serving heretofore without pay, except for an honorarium to the secretary. There has been a paid field representative. At the Denver meeting, Dr. Augustus O. Thomas, who was the real founder of the Federation and has served with tact and devotion as its President, was made General Secretary, on a salary, and Professor Paul Munro, of Columbia, was chosen President. Neither was able to give a definite acceptance. The election of officers, and the general direction of the Federation, is in the hands of the Board of seventeen Directors, representing the large organizations and the different countries holding full membership.

The varied activities of the Association are carried on through departments or sections, which, at the recent meeting, covered the following fields: Home and School, Health, Educational Crafts, Teachers' Organizations, Preparation of Teachers, Social Adjustment, Rural Life and Rural Education, Illiteracy, Preschool and Kindergarten, Elementary Schools, Secondary Education, Colleges and Universities, Geography, The Unusual Child.

The specific discussions on world peace and the best means of attaining it center in the five Herman-Jordan Committees, so-named because the twenty-five thousand dollar prize offered by Dr. Raphael Herman after the organization meeting in San Francisco, for the best plan calculated to produce world understanding and cooperation through education, won by Dr. David Starr Jordan, has been devoted to the work of these committees. Each committee is international in membership and in continued existence, engaged in the study of some special topic, such as: Military preparedness, special arrangements for training youth in world amity, best means for introducing instruction in the efforts which have been made to settle international difference through peaceful means, etc.

The sections in which the delegates of the Federation of Modern Language Teachers participated were those on Secondary Schools and on Colleges and Universities. The latter has suffered from lack of a permanent organization. That an interesting program was presented at the Denver meeting was due almost entirely to the efforts of Professor Place, who was asked only a short time before the meeting to assume the chairmanship of the section. Mr. William H. George, of the University of Hawaii, Honolulu, acted as secretary.

The program was as follows:

First version: "Development of International Relations by Colleges"—E. A. Méras, Adelphi College.

Discussion led by Jacob Van Ek, Dean, College of Arts and Science, University of Colorado.

"Radio Broadcasting by Colleges"—W. S. Hendrix, Ohio State University.

"General Discussion."

Second session: "Means of Developing Closer Relations Between the Universities of the United States and the Universities of Latin America"—Rufus von KleinSmid, President of the University of Southern California; Chancellor, Los Angeles University of International Relations.



"Discussion"—Gabino A. Palma, University of Mexico.

"How Can the Subject of Economics Be Modified or Developed as a Means Toward Better Understanding of National Life in an Internationalized World?"—William H. George, Dean, Department of Economics, University of Hawaii.

All of the addresses were stimulating presentations of the subjects and provoked as much discussion as time would permit. It is to be hoped that they will be published in some form. The limited scope of the topics was recognized and was due to the lack of foreign representation. It is expected that this will be remedied if the resolution given below is carried into effect. The following resolutions were adopted, and sent to the Committee on Resolutions of the World Federation:

1. **RESOLVED:** That in order to insure continuity of organization of this Department of the Federation and to constitute an effective agency to initiate and carry out constructive programs as a constituent member of this Federation, steps be taken to set up a Central Committee or Executive Council, consisting of representative college and university men and women among the several fields of higher education in the various nations, which Committee or Council shall be charged with the duty to prepare a simple statement of organization and procedure, to arrange convention programs of addresses, discussions, round-tables, to publish reports and in general to disseminate information looking toward a clarification, if not a unification, of aims and means the better to bring about closer solidarity in all that pertains to increased international understanding and intellectual reciprocity.

**RESOLVED FURTHER:** That the Chairman of this present session be instructed to designate a Committee to initiate action toward the consummation of the purposes outlined in the preceding paragraph, said action to be governed by consultation with and approval of the Executive Officers of the Federation.

This was referred to the sub-committee of the Directors on sections.

2. **RESOLVED:** that the W.F.E.A. record its appreciation of those governments which use their radio broadcasting facilities for the education of their citizens; and that the Federation urge all national governments to include a representative of their respective educational administrations in the delegations sent to the International Radio Convention to be held in Madrid in 1932, in order that these official representatives of public education may participate in the formulation of the regulations which will govern the distribution and use of radio facilities throughout the world.

3. **RESOLVED:** That the W.F.E.A., recognizing the possibilities of promotion of international understanding and good will through such agencies as the radio and the cinema, hereby request the directors to appoint a committee to study the best utilization of these agencies for this purpose, to make recommendations to this effect, and to cooperate in organized efforts having this end in view.

4. **RESOLVED:** That the Directors of the W.F.E.A. consider the advisability of the appointment of an international committee to study the

methods by which students may obtain greatest benefit from study in a foreign country.

These resolutions were approved by the body of delegates with the understanding that when several resolutions deal with the same subject they may be subsequently combined in the editing for publication. For instance, the following resolutions from Herman-Jordan Committee No. 3 would cover some of the points mentioned above.

The W.F.E.A. urges colleges and universities to establish courses in International Relations and to place increased emphasis upon subjects in the curriculum which promote international understanding and friendship, such as the history of international relations, international law, treaties and agreements, arbitration cases, international organizations, comparative governments, etc.

The W.F.E.A. recommends that a Committee be appointed by the Directors to consider the possibility of the formation of an international University Board with the following purposes in view:

(a) To establish a uniform system of evaluating entrance credits;

(b) To assist in adjusting the foreign student to his new environment by suitable means, such as the International House, and to study the problem of fitting him to readjust himself upon his return home so that his usefulness and service to his country will be increased.

The W.F.E.A. recommends:

(a) The teaching of plays and games of various countries, correlated with social studies, by making literature and directions dealing with this type of instruction available.

(b) The holding of play days, which by their nature eliminate competition between nation and nation, in order to bring together the youth of different countries of the world.

The World Federation of Education Associations recommends the formulation of a system whereby young people may broadcast, by radio, speeches describing the life, customs and ideals of the respective countries and exchange messages of good will and amity.

The W.F.E.A. urges colleges and universities to establish bureaus for the purpose of disseminating information concerning the people of the various countries, by furnishing speakers from among their foreign students and by supplying to the newspapers and other periodicals, articles written by them.

At the first session of the Department of Secondary Education, our delegates participated in the discussion and presented one of the resolutions on the use of the radio which was subsequently adopted. Owing to conflict in hours with the section on Colleges and Universities, they were not able to attend the second session, and the program of that meeting is given as announced without assurance that it was actually carried through. The chairman was Principal R. F. Myers, Thomas Jefferson High School, Council Bluffs, Iowa; the secretary, Mrs. U. Gordon Wilson, London, England.

First session: "Course of Study and Programs for the Development of International Understanding and Cooperation"—A. J. Jones, University of Pennsylvania.

Discussion led by I. M. Levan, Department of Education, Ontario, Canada, and Mr. G. R. Park-

er, London, England.

(Professor Jones was unable to be present, but an outline of the work of an Anglo-American committee, interested likewise in the interchange of teachers, was presented, and various means of stimulating interest in international matters in schools was discussed. Among the means actually used in some schools mention was made of exchange of school publications with foreign schools, correspondence between pupils, international clubs and special programs presented before the school, celebration of Good Will Day, exchange of Christmas boxes, scrap books, and so forth.)

"The L. W. Brooks Course of Study on International Understanding for High School Level (Detail Herman-Jordan Plan)."

"Discussion"—Christena Rosendale, Wichita High School, Wichita, Kansas; Spencer S. Fishbaine, Central High School, Detroit, Michigan, and others.

Second session: "Instruction in Economics as a Contributing Factor to the Understanding of National Geographical Values, the Interchange of Products, the Interdependence of Nations in Trade and Commerce, and General International Harmony"—H. A. Constable, Association of Assistant Masters, England.

Discussion led by Gyan Chand, Professor of Economics, Patna University, India.

"Children's Creative Literature"—L. B. Cooper, President, International Children's Creative Literature League, Cincinnati, Ohio.

"Importance of World League of International Associations"—Mrs. Alice Wilson, San Francisco, California.

"Visualization of the Blue Bird"—Mrs. Hazel King, Detroit, Michigan.

Business Session.

The following resolutions were adopted by the Section and later by the Delegates' Assembly:

The W.F.E.A. recommends:

(1) That in view of the possibilities of its use in developing greater mutual understanding and friendliness among nations, the study of the feasibility of international radio broadcasting of educational programs for school children of other nations be commended to the national educational authorities and to those in charge of radio broadcasting in each country in the hope that a plan of cooperation to this end may be worked out.

(2) That the possibilities of the use of tonal moving pictures for the true presentation of life in foreign countries for the benefit of school children of all nations be commended to the study of the proper educational authorities and organizations.

(3) That Governments and States should, where necessary, bring about such modifications of the existing laws as will make the interchange of teachers in secondary schools a real possibility.

(4) That the interchange of pupils during vacations or in the course of the school term should be encouraged.

(5) That the interchange of correspondence and of publications between schools should be extended.

(6) That schemes be considered whereby individual schools in the different countries should be paired with similar schools in other countries with a view to the development of mutual understanding.

(Note: The scheme instituted by the Anglo-American Committee under the auspices of the secondary department of the University of Pennsylvania is an illustration.)

(7) That adequate time should be given to the study of foreign languages in order to facilitate intercommunication and good understanding.

(8) That in the curriculum or in extra-curriculum activities, adequate attention should be given to the development of international understanding.

Many other resolutions of general interest were adopted which should be given wide publicity, but do not immediately concern the modern language teachers and can hardly be given space in this report.

There are great possibilities for good in the World Federation of Education Associations. Very naturally much of the time so far has been taken up in discussion and resolutions. But the very fact that representatives of the educational associations of so many nations have been able to meet and to learn more about each other's problems and difficulties, and to seek earnestly to direct education away from the things that lead to war, and toward those which make for better understanding and good will, is in itself a good thing. It is earnestly to be desired that more of the European organizations will participate. Particularly was the preponderance of the American and British delegates evident at this meeting, when, of more than three thousand who registered, only a few score were from other countries. The division was about half and half at Geneva. Under such circumstances it is very difficult to broaden the discussion so as to include European conditions, and when this is done there remains the Far East to be considered.

Inevitably resolutions were introduced and discussion took place which was based on conditions in our own country, but when this reached the delegates' assembly the broader aspects were always considered, and everything not generally applicable eliminated, so far as possible. There was evident a fine spirit of tolerance and a grasp of world problems and a world vision on the part of the leaders.

The general programs were of great interest and brought to the platform distinguished speakers and representatives of many nations, with information about the educational progress in their countries and messages of good will. English was the only language used except for one address in French, and a few words in Spanish, and for an eloquent speech in his native tongue by Chief Little Blazes, of the Blackfoot tribe of Indians, who had come as one who had been touched by the adult education movement. In full regalia, he added a colorful and appropriate touch to a meeting at such a place.

Plans are being made for a regional conference in 1932 at Hawaii. The place for the next World Federation Congress has not been fixed, and it is possible that it will be postponed until 1934. It is important that the modern language teachers of this country, whose subject gives such opportunity for encouraging an international point of view and better understanding of foreign nations, should continue to participate in these meetings.

C. D. Z.

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## A Question Box?

Why wouldn't it be a good idea for the FORUM to have an agony column? Think how many readers of the *Los Angeles Times* always turn first to that feature. The one I propose, though, would be more like *Notes and Queries*, and I am aching to ask many a question about phrases, usages, origins, and what not. On the other hand, all readers will be glad to contribute answers if they happen to be informed. Also, why not a funny column once in a while? The editor has, I know, a keen sense of humor. Undignified? Excellent! There's quite enough face-saving to allow a refreshing exception.

One question I should send for insertion in the agony column would be: Has anyone noticed a tendency among speakers of the Romance languages to resort in advertisements to misspellings intended to be phonetic, either seriously or facetiously, as in the advertisement I just now saw on a delivery wagon: "Mity" for "mighty" and "naborhood" for "neighborhood" and "nite" for "night." For instance, has any substitution in Spanish been noticed of "k" for "qu"? Or are these neoliterations peculiarly English?

*This proposal by a reader is most commendable. The Editor will welcome the inauguration of such a column. Let this query be a starter!*

"FONYTIX"—"No doubt, high-hat teachers of modern language would shudder at the thought of making their pupils' paths easy by indulging in a few puns, or a chance rebus. But the ordinary teacher is only too glad to make use of some of the calembours that his French colleague finds helpful. Nowadays, too, a teacher of French, dizzy with trying to get his children to stop drawing "cel-la," will abruptly write on the blackboard, "Slammet Igal," ask them to read it aloud, and offer a reward to the first person who discovers that that is, approximately, how a French child says the dreary old "Cela m'est égal." I do not know what Buffon would have thought if he had seen his famous "Le style c'est l'homme," written for all the school-world to see and say: "Lusteel say lum," but I do know that after that lesson certain English children pronounced the sentence in a way that the famous naturalist would have appreciate." (Lady Adams in *Saturday Night*, Sept. 5, 1931.)

## Foreign Language Lectures

Lectures in French, German, Spanish and Italian will be resumed for 1931 and 1932 under the auspices of the Foreign Department of the Los Angeles Public Library. The meetings will take place on Thursday and Friday evenings at 8 o'clock, as follows:

FRENCH.—October 9, *Le Paysan Français du Canada: Poemes du Dr. W. H. Drummond*, M. Louis F. D. Briois, (en costume), U. C. L. A.; *Un Dramaturge Contemporain*, Professor René Bellé, U. S. C.; January 8, *Les Colonies Dans La Littérature Française Contemporaine*, Mlle. Madeleine Letessier, U. C. L. A.; February 5, *La Mise en Scène au Dixseptième Siècle*, Professor Law-

rence M. Riddle, U. S. C.; March 11, *La Poésie Française Contemporaine*, Professor A. G. Fite, U. C. L. A.

GERMAN.—October 1, *Stefan George und sein Kreis*, Professor Rolf Hoffmann, U. C. L. A.; November 5, *Deutsche Kriegsbücher in Amerika*, Generalkonsul Dr. von Hentig, San Francisco; *Die Deutsche Hochschule und ihre Aufgabe*, Professor Alexander Goetz, California Institute of Technology; February 4, *Rainer Maria Rilke als Mensch und Dichter*, Professor Martha Ada Klett, Scripps College; *Goethe und die Jahrhundertfeier*, Professor William Diamond, U. C. L. A.

SPANISH.—October 15, *Una Hora de Literatura*, Señorita Catalina Bárcena, Don Gregorio Martínez Sierra, Señores José Crespo y José López Rubio; November 19, *Vieja España* (con proyecciones) Professor César Barja, U. C. L. A.; January 21, *Enrique González Martínez*, Professor Manuel Pedro González, U. C. L. A.; February 18, *Temas de Amor en el Drama Español*, Professor Ernest H. Templin, U. C. L. A.; March 17, Subject and Lecturer to be announced later; April 23, 1932, *Alfonsina Storni*, Señorita Rosa María Goddard, L. A. Junior College.

ITALIAN.—October 23, *Il Dramma di Francesca Da Rimini da Dante ai Nostri Giorni*, Dr. Angela Caruso Spadea; November 27, *Letteratura Italiana Moderna*, Cavaliere Giovanni Del Lungo; January 22, *Padre Eusebio Chini Esploratore Italiano*, Dr. Tullio Balboni; February 26, *Pittura Italiana Moderna*, Conte Carlo Beuf; March 25, *Civiltà Italiana negli Stati Uniti*, Professor Ettore Cadorin.

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